

EVALUATION OF NEW TEXAS CHARTER SCHOOLS (2007–10)

SECOND INTERIM REPORT
FEBRUARY 2011



EVALUATION OF NEW TEXAS CHARTER SCHOOLS

SECOND INTERIM REPORT

February 2011

Prepared for
Texas Education Agency

Prepared by
Texas Center for Educational Research

Credits

Texas Center for Educational Research

The Texas Center for Educational Research (TCER) conducts and communicates nonpartisan research on education issues to serve as an independent resource for those who make, influence, or implement education policy in Texas. A 15-member board of trustees governs the research center, including appointments from the Texas Association of School Boards, Texas Association of School Administrators, and State Board of Education.

For additional information about TCER research, please contact:

Catherine Maloney, Director
Texas Center for Educational Research
12007 Research Blvd.
P.O. Box 679002
Austin, Texas 78767-9002
Phone: 512-467-3632 or 800-580-8237
Fax: 512-467-3658

Reports are available on the TEA's website at http://www.tea.state.tx.us/index4.aspx?id=2147485609&menu_id=949 as well as TCER's website at www.tcer.org

Contributing Authors

Texas Center for Educational Research
Catherine Maloney, Ph.D.
Daniel Sheehan, Ed.D.
Katharine Rainey, M.P.P.

Moak, Casey & Associates, LLP
Border Research Solutions

Prepared for

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

Research Funded by

Texas Education Agency

Copyright © Notice: The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Table of Contents

Executive Summary	i
The Characteristics of New Texas Charter Schools.....	ii
Use of CSP Funding by New Charter Schools	iii
Planning and Implementing New Charter School Programs	iv
Establishing New Charter School Programs.....	iv
Recruiting Staff and Students	iv
Implementing New Charter School Instructional Programs	v
New Open-Enrollment Charter Schools' Effects on Academic Outcomes.....	vi
The Ongoing Evaluation	vi
 Chapter 1: Introduction	 1
Background on Texas Charter Schools.....	3
Classes of Texas Charter Schools	3
Generations of Texas Charter Schools.....	4
Early College High Schools.....	5
Common Challenges for New Charter Schools	6
Facilities Issues	6
Start-Up Funding Beyond Facilities Needs	7
Missing Expertise	7
Methodology of the Interim Evaluation Report.....	8
Case Studies: Qualitative Data and Analyses	8
Quantitative Data Sources.....	8
Quantitative Analyses	9
Surveys.....	10
The Ongoing Evaluation	11
Structure of the Interim Report.....	11
 Chapter 2: Characteristics of New Charter Schools in Texas	 13
New Charter School Characteristics by Generation	13
Instructional Program: Open-Enrollment and Campus Charter Schools	14
Campus Type: Open-Enrollment and Campus Charter Schools.....	15
Size Characteristics: Open-Enrollment and Campus Charter Schools	17
Grade Level Enrollments: Open-Enrollment and Campus Charter Schools.....	18
Open-Enrollment Charter Schools.....	18
Campus Charter Schools.....	19
Student Demographics: Open-Enrollment and Campus Charter Schools.....	19
Open-Enrollment Charter Schools	19
Campus Charter Schools.....	20
Open-Enrollment and Campus Charter School Comparisons.....	21
Staff Characteristics: Open-Enrollment and Campus Charter Schools.....	22
Open-Enrollment Charter Schools	22
Campus Charter Schools.....	25
Teacher Characteristics: Open-Enrollment and Campus Charter Schools.....	27
Open-Enrollment Charter Schools.....	27
Campus Charter Schools.....	29
Open-Enrollment and Campus Charter School Comparisons.....	31
Summary	32

Chapter 3: New Charter Schools Use of Charter School Program (CSP) Grant Funds	33
Methodology	34
Overview of the Use of CSP Funds by Texas Charter Schools	34
Open-Enrollment Charter Schools	35
Campus Charter Schools	35
Analysis of CSP Grant Spending by Function, Object, and Program Codes	36
Analysis of CSP Grant Spending by Function Code	36
Analysis of CSP Grant Spending by Object Code	39
Analysis of CSP Grant Spending by Program Code	41
Summary	42
Chapter 4: Getting Started: New Charter School Founders, Governing Boards, and Application Processes	43
Data Sources	43
Charter School Founders	43
Charter Schools Founded by Non-Educators	43
Expansions of Established Charter School Programs	44
Educator Founded Charter Schools	44
New Charter School Boards	45
Open-Enrollment and University Charter School Governing Boards	45
Open-Enrollment and University Charter School Application Processes	46
The Application Process	46
Review Processes	47
The Application Experiences of Case Study Open-Enrollment and University Charter Schools	47
Campus Charter School Application Processes	48
Charter School Conversion	48
Contract Charter Schools	48
Summary	49
Chapter 5: Putting the Pieces in Place: New Charter School Facilities, and Recruitment of Staff and Students	51
Data Sources	51
New Charter School Facilities	51
Paying for Facilities	52
Types of Facilities Occupied by New Charter Schools	53
Facility Size and Accommodating Growth	56
Facilities Issues	57
Staffing New Charter Schools	60
Recruiting Charter School Teachers	60
Factors Affecting Teachers' Decisions to Work in New Charter Schools	62
Staffing Challenges in New Charter Schools	66
Attracting Enrollment	69
Student Recruitment Methods	69
Parents' Sources of Information About New Charter Schools	72
Recruitment Challenges	73
The Schools Students Attended Before Enrolling in a New Charter School	74
Factors Influencing Parents' Choice of New Charter Schools	75
Principals' Views of the Reasons Parents and Students Choose New Charter Schools	77
Summary	78

Chapter 6: Establishing Effective Educational Programs	79
Data Sources	79
Establishing the School Mission and High Expectations for Students	79
Charter School Missions	80
Program Leadership and Communication of Goals	84
Creating a Safe and Orderly School Environment	86
Open-Enrollment Charter Schools	87
Campus Charter Schools	88
Parent and Community Support	91
Teachers' Views of Parent and Community Support	91
Parents' Views of Their Involvement in School Activities	94
Summary	98
Chapter 7: Implementing Effective Educational Programs	99
Data Sources	99
Classroom Instruction in New Charter Schools	99
Methods of Instruction	99
Teachers' Perceptions of New Charter School Programs	102
Students' Perceptions of New Charter School Programs	107
Parents' Perceptions of New Charter School Programs	112
Monitoring Student Progress	116
Methods of Assessment	116
Homework	118
Teacher Professional Development and Appraisal in New Charter Schools	120
Professional Development	120
Teacher Appraisal	123
Summary	125
Chapter 8: Charter School Maturity and Students' Academic Performance	127
Data Sources	127
Student Achievement	128
TAKS Scale Scores	128
Analyses	128
Results	129
Limitations	130
Student Attendance	131
Analyses	131
Results	131
Limitations	132
Student Retention	132
Analyses	132
Results	133
Limitations	133
Summary	133
Chapter 9: Responses to Evaluation Research Questions and Discussion of Findings	135
Evaluation Research Questions	135
Research Question 1: How Are Federal CSP Funds Used to Implement New Charter School Programs?	135
Research Question 2: What Processes and Practices Guide the Planning of New Charter Schools?	136

Research Question 3: What Processes and Practices Guide the Implementation of New Charter School Programs?	139
Research Question 4: How Effective Are New Charter Schools at Designing and Implementing Successful Educational Programs?.....	140
Research Question 5: What Is the Effect of Charter School Maturity on Students' Academic Outcomes?	142
Discussion	142
The Ongoing Evaluation	142
Works Cited	143
Appendix A: Overview of Case Studies of Generation 13 Charter Schools.....	149
Methodology	149
Securing Participation of Case Study Sites.....	150
Site Visit Activities.....	150
Analysis of Case Study Data.....	152
Overview of Case Study Sites.....	152
Campus Charter Schools.....	152
Columbus Charter School	152
Self-Paced Charter High School (SPCHS)	153
The Cedar School.....	154
West Ridge Charter School.....	156
Viewpoint Academy	157
Canyon Academy	158
Bluebonnet State University Charter School	159
Appendix B: Technical Appendix—Hierarchical Linear Modeling (HLM)	161
Effects of Charter School Maturity on Students' TAKS Scores.....	161
Analyses.....	161
Data.....	162
Results.....	163
TAKS HLM Analyses Limitations	168
Effects of Charter School Maturity on Students' Attendance Rates.....	169
Analyses.....	169
Data.....	170
Results.....	170
Attendance Analyses Limitations	173
Effects of Charter School Maturity on Students' Retention Status.....	174
Analyses.....	174
Data.....	175
Results.....	175
Retention Analyses Limitations	178
Appendix C: Principal Survey	179
Methodology	179
Principal Response Rates	179
Characteristics of Survey Respondents.....	181
Supplementary Tables.....	184
Appendix D: Teacher Survey.....	189
Methodology	189

School-Level Response Rates: Teacher Survey.....	189
Characteristics of Survey Respondents.....	191
Supplementary Tables.....	198
Appendix E: Student Survey.....	225
Methodology	225
Response Rates	225
School-Level Response Rates.....	225
Student-Level Response Rates.....	228
Characteristics of Survey Respondents.....	230
Students in Grades 4 and 5.....	230
Students in Grades 6 Through 12.....	233
Supplementary Tables.....	236
Students in Grades 4 and 5.....	236
Students in Grades 6 Through 12.....	253
Appendix F: Parent Survey	265
Methodology	265
Parent Contact Information.....	265
Stratified Random Sample	266
Survey Administration	266
Characteristics of Survey Respondents.....	268
Supplementary Tables.....	274
Appendix G: Characteristics of New Charter Schools in Texas	285
New Charter School Characteristics by Generation	285
Instructional Program	285
Campus Type	286
Grade Level Enrollments	287
Student Demographics	288
Staff Characteristics	289
Teacher Characteristics	290

Table of Tables

Table 1.1	New Charter Schools Operating During the 2008-09 School Year, by Type and Generation.....	5
Table 2.1	Charter School Campuses by Generation and Charter Type, 2008-09	13
Table 2.2a	Open-Enrollment Charter School Campuses by Generation and Accountability System, 2008-09.....	15
Table 2.2b	Campus Charter School Campuses by Generation and Accountability System, 2008-09.....	15
Table 2.3a	Open-Enrollment Charter School Campuses by Generation and School Type, 2008-09.....	16
Table 2.3b	Campus Charter School Campuses by Generation and School Type, 2008-09.....	16
Table 2.4	Charter School Size Characteristics by Charter Type and Generation, 2008-09	17
Table 2.5a	Grade Level Distributions for Open-Enrollment Charter Schools by Generation, 2008-09	18
Table 2.5b	Grade Level Distributions for Campus Charter Schools by Generation, 2008-09	19
Table 2.6a	Open-Enrollment Charter School Student Demographic Information by Generation, 2008-09	20
Table 2.6b	Campus Charter School Student Demographic Information by Generation, 2008-09	21
Table 2.7a	Open-Enrollment Charter School Staff Characteristics by Generation, 2008-09	24
Table 2.7b	Campus Charter School Staff Characteristics by Generation, 2008-09	26
Table 2.8a	Open-Enrollment Charter School Teacher Characteristics by Generation, 2008-09	28
Table 2.8b	Campus Charter School Teacher Characteristics by Generation, 2008-09	30
Table 3.1	Number of Open-Enrollment Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter School by School Year	35
Table 3.2	Number of Campus Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter by School Year.....	36
Table 3.3	Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Function Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08.....	37
Table 3.4	Average Percentage of Campus Charter School Total CSP Expenditures by Function Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08.....	38
Table 3.5	Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Object Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08.....	39
Table 3.6	Average Percentage of Campus Charter School Total CSP Expenditures by Object Code: Prior Years (2001-01 through 2006-07) vs. 2007-08.....	40
Table 3.7	Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Program Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08.....	41
Table 3.8	Average Percentage of Campus Charter School Total CSP Expenditures by Program Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08	42

Table 5.1a	Methods of Financing New Open-Enrollment Charter School Facilities, as a Percentage of Respondents by Generation, 2008-09	52
Table 5.1b	Methods of Financing New Campus Charter School Facilities, as a Percentage of Respondents by Generation, 2008-09	53
Table 5.2a	Open-Enrollment Charter Facility Type, as a Percentage of Respondents by Generation, 2008-09	54
Table 5.2b	Campus Charter Facility Type, as a Percentage of Respondents by Generation, 2008-09	55
Table 5.3	Estimated Charter School Size, by Charter Type and Generation, 2008-09.....	56
Table 5.4a	Accommodating Growth in Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09	57
Table 5.4b	Accommodating Growth in Campus Charter Schools, as a Percentage of Respondents by Generation, 2008-09	57
Table 5.5a	Facilities Issues for New Open-Enrollment Charter Schools, as a Mean of Respondents by Generation, 2008-09.....	58
Table 5.5b	Facilities Issues for New Campus Charter Schools, as a Mean of Respondents by Generation, 2008-09.....	59
Table 5.6a	New Open-Enrollment Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents by Generation, 2008-09	61
Table 5.6b	New Campus Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents by Generation, 2008-09	61
Table 5.7a	Factors Influencing Open-Enrollment Charter School Teachers' Choice of Workplace, as a Mean of Respondents by Generation, 2008-09.....	63
Table 5.7b	Factors Influencing Campus Charter School Teachers' Choice of Workplace, as a Mean of Respondents by Generation, 2008-09.....	65
Table 5.8a	New Open-Enrollment Charter Schools' Staffing Challenges, as a Mean of Respondents by Generation, 2008-09.....	67
Table 5.8b	New Campus Charter Schools' Staffing Challenges, as a Mean of Respondents by Generation, 2008-09.....	68
Table 5.9a	New Open-Enrollment Charter Schools' Methods of Student Recruitment and Percentage of Enrollment Attracted by Methods, as a Percentage of Respondents by Generation, 2008-09.....	70
Table 5.9b	New Campus Charter Schools' Methods of Student Recruitment and Percentage of Enrollment Attracted by Methods, as a Percentage of Respondents by Generation, 2008-09.....	71
Table 5.10a	Parents' Sources of Information About New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09	72
Table 5.10b	Parents' Sources of Information About New Campus Charter Schools, as a Percentage of Respondents by Generation, 2008-09	73
Table 5.11a	Schools Students Attended Before Enrolling in an Open-Enrollment Charter School, as a Percentage of Respondents by Generation, 2008-09	74
Table 5.11b	Schools Students Attended Before Enrolling in a Campus Charter School, as a Percentage of Respondents by Generation, 2008-09	75
Table 5.12a	Factors Affecting Parents' Decisions to Enroll Students in New Open-Enrollment Charter Schools, as a Mean of Respondents by Generation, 2008-09	76
Table 5.12b	Factors Affecting Parents' Decisions to Enroll Students in New Campus Charter Schools, as a Mean of Respondents by Generation, 2008-09	77
Table 6.1a	Open-Enrollment Charter Schools' Mission and Goals, as a Percentage of Respondents by Generation, 2008-09	81

Table 6.1b	Campus Charter Schools' Mission and Goals, as a Percentage of Respondents by Generation, 2008-09.....	83
Table 6.2a	Open-Enrollment Charter School Teachers' Perceptions of Their School's Mission and Goals, as a Mean of Respondents by Generation, 2008-09	84
Table 6.2b	Campus Charter School Teachers' Perceptions of Their School's Mission and Goals, as a Mean of Respondents by Generation, 2008-09.....	85
Table 6.3a	Open-Enrollment Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environment, as a Mean of Respondents by Generation, 2008-09.....	87
Table 6.3b	Campus Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environment, as a Mean of Respondents by Generation, 2008-09.....	89
Table 6.4a	Open-Enrollment Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents, 2008-09	92
Table 6.4b	Campus Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents, 2008-09	94
Table 6.5a	Parent Participation and Involvement in Child's Previous School and New Open-Enrollment Charter School, 2008-09.....	95
Table 6.5b	Parents' Perceptions: Participation and Involvement in Child's Previous School and New Campus Charter School, 2008-09.....	97
Table 7.1a	Open-Enrollment Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09.....	100
Table 7.1b	Campus Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09.....	101
Table 7.2a	Open-Enrollment Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09	103
Table 7.2b	Campus Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09	106
Table 7.3a	Open-Enrollment Charter School Students' Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09	108
Table 7.3b	Campus Charter School Students' Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09	110
Table 7.4a	Open-Enrollment Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09.....	113
Table 7.4b	Campus Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09.....	115
Table 7.5a	Assessment Methods Used by Open-Enrollment Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2008-09	117
Table 7.5b	Assessment Methods Used by Campus Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2008-09	118
Table 7.6a	Time Open-Enrollment Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09	119
Table 7.6b	Time Campus Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09	119

Table 7.7a	Open-Enrollment Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09	121
Table 7.7b	Campus Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09	122
Table 7.8a	Open-Enrollment Charter Schools' Appraisal Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09	124
Table 7.8b	Campus Charter Schools' Appraisal Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09	125
Table A.1	Overview of Generation 13 Charter School Case Study Sites.....	150
Table B.1	Descriptive Statistics for TAKS Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	163
Table B.2	Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Reading/ELA Achievement	164
Table B.3	Variance Decomposition From Conditional HLM Models of Student Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	165
Table B.4	Descriptive Statistics for TAKS Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	166
Table B.5	Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Mathematics Achievement.....	167
Table B.6	Variance Decomposition From Conditional HLM Models of Student Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	168
Table B.7	Demographic Characteristics of Full and Restricted or Partial Samples, TAKS Analyses	169
Table B.8	Descriptive Statistics for Attendance Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	171
Table B.9	Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Attendance Rates	172
Table B.10	Variance Decomposition From Conditional HLM Models of Student Attendance, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	173
Table B.11	Demographic Characteristics of Full and Restricted or Partial Samples, Attendance Analyses.....	173
Table B.12	Descriptive Statistics for Retention Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	176
Table B.13	Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Retention Status.....	177
Table B.14	Variance Decomposition From Conditional HGLM Models of Student Retention, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools	178
Table B.15	Demographic Characteristics of Full and Restricted or Partial Samples, Retention Analyses	178
Table C.1	Principal Response Rates, Spring 2009	180
Table C.2	Characteristics of New Charter School Principals, as a Percentage of Respondents by Generation and Charter Type, 2008-09.....	181

Table C.3	Highest Education Level of New Charter School Principals, by Generation and Charter Type, 2008-09	181
Table C.4	New Charter School Principals' Prior Administrative Experience, as a Mean of Years by School Type and Generation, 2008-09.....	182
Table C.5	New Charter School Principals' Prior Teaching Experience, as a Mean of Years by School Type and Generation, 2008-09.....	182
Table C.6	New Charter School Principals' Tenure and Work Habits, as a Mean of Years, Days, and Hours by Generation and Charter Type, 2008-09	183
Table C.7	Texas Mid-Management Certification Status by Generation and Charter Type.....	183
Table C.8	New Charter Schools' Mission and Goals, as a Percentage of All Respondents by Generation, 2008-09	184
Table C.9	Charter Facility Type, as a Percentage of All Respondents by Generation, 2008-09	185
Table C.10	New Charter Schools' Ability to Accommodate Growth, as a Percentage of All Respondents by Generation, 2008-09	185
Table C.11	Facilities Issues for New Charter Schools, as a Mean of All Respondents by Generation, 2008-09	186
Table C.12	Methods of Financing New Charter School Facilities, as a Percentage of All Respondents by Generation, 2008-09	186
Table C.13	New Charter Schools' Methods of Teacher Recruitment, as a Percentage of All Respondents by Generation, 2008-09	187
Table C.14	New Charter Schools' Staffing Challenges, as a Mean of All Respondents by Generation, 2008-09	187
Table C.15	New Charter Schools' Methods of Student Recruitment and Average Percent of Enrollment Attracted by Methods, as a Percentage of All Respondents by Generation, 2008-09	188
Table C.16	New Charter School Principals' Job Satisfaction, as a Percentage of Respondents by Generation and Charter Type, 2008-09	188
Table D.1	School-Level Response Rates, Teacher Survey, Spring 2009	190
Table D.2	Characteristics of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2008-09	191
Table D.3	Highest Education Level of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2008-09	191
Table D.4	New Charter School Teacher Certification Status, as a Percentage of Respondents by Generation and Charter Type, 2008-09	192
Table D.5	New Charter School Teachers' Route to Certification, as a Percentage of Respondents by Generation and Charter Type, 2008-09	193
Table D.6	New Charter School Instructional Levels Taught, as Percentage of Respondents by Generation and Charter Type, 2008-09	193
Table D.7	New Charter Schools' Subject Area Taught, as a Percentage of Respondents by Generation and Charter Type, 2008-09	194
Table D.8	New Charter School Teacher Certification Status to Teach in Subjects Currently Taught by Generation and Charter Type, 2008-09	196
Table D.9	New Charter School Teachers' Average Number of Years Worked by Generation and Charter Type, 2008-09	196
Table D.10	New Charter School Teachers' Average Experience, in Mean Years by Generation and Charter Type, 2008-09	197
Table D.11	Importance of Factors in the Decision to Seek Employment at a New Charter School, as a Mean of Respondents by Generation, 2008-09	198
Table D.12	New Charter School Teachers' Perceptions of School Environment, as a Mean of Respondents by Generation, 2008-09.....	199

Table D.13	New Charter School Teachers' Perceptions of Their School's Mission and Goals, as a Mean of Respondents by Generation, 2008-09	200
Table D.14	New Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09.....	201
Table D.15	New Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09.....	202
Table D.16	Assessment Methods Used by New Charter School Teachers to Measure Student Performance as a Mean of All Respondents by Generation, 2008-09	203
Table D.17	New Charter School Computer Use, as a Mean of Respondents by Generation and Charter Type, 2008-09	204
Table D.18	New Charter School Class Periods, as a Mean of Respondents by Generation and Charter Type, 2008-09	205
Table D.19	New Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09	205
Table D.20	Average Number of Days of Professional Development Attended This School Year by Generation and Charter Type	206
Table D.21	New Charter School Formal Teacher Appraisal Process by Generation and Charter Type, 2008-09	206
Table D.22	New Charter Schools' Systems of Teacher Appraisal and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09.....	207
Table D.23	New Charter School Administrators Observation Frequency by Generation and Charter Type, 2008-09	208
Table E.1	School-Level Response Rates, Open-Enrollment Charter Schools, Spring 2009.....	226
Table E.2	School-Level Response Rates, Campus Charter Schools, Spring 2009.....	227
Table E.3	School-Level Response Rates, All New Charter Schools, Spring 2009	228
Table E.4	Student Level Response Rates, All New Charter Schools, Spring 2009	229
Table E.5	Gender of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	230
Table E.6	Ethnicity of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	230
Table E.7	Grade Levels of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	231
Table E.8	Age of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	232
Table E.9	Age Groupings of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	233
Table E.10	Gender of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	233
Table E.11	Grade Groupings of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	234
Table E.12	Ethnicity of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	235
Table E.13	Age Groupings of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	235
Table E.14	Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09	236
Table E.15	Grades at Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09.....	237
Table E.16	Grades at Current School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09.....	238

Table E.17	Plans to Attend Current School Next Year of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09.....	239
Table E.18	Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09	240
Table E.19	Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09	246
Table E.20	Previous School Attended of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	253
Table E.21	Satisfaction with Previous School Attended of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09.....	253
Table E.22	Grades at Previous School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	254
Table E.23	Grades at Current School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09	255
Table E.24	Time New Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09	256
Table E.25	Plan to Attend Current School Next Year of Grades 6 to 11 Student Survey Respondents by Generation and Charter Type, 2008-09.....	256
Table E.26	Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as a Mean of Respondents, 2008-09	257
Table E.27	New Charter School Students' Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09	259
Table F.1	Number and Percentage of New Charter Schools Submitting Parent Contact Information by Generation and School Type, Spring 2009	266
Table F.2	Number and Percentage of Surveyed Parents by Generation and School Type, Spring 2009.....	267
Table F.3	New Charter School Parents' Gender, as a Percentage of Respondents by Generation and Charter Type, 2008-09	268
Table F.4	New Charter School Parents' Ethnicity, as a Percentage of Respondents by Generation and Charter Type, 2008-09	269
Table F.5	New Charter School Parents' Primary Home Language, as a Percentage of Respondents by Generation and Charter Type, 2008-09.....	270
Table F.6	New Charter School Parents' Secondary Home Language, as a Percentage of Respondents by Generation and Charter Type, 2008-09.....	270
Table F.7	New Charter School Parents' Education Level, as a Percentage of Respondents by Generation and Charter Type, 2008-09.....	271
Table F.8	New Charter School Parent Household Type, as a Percentage of Respondents by Generation and Charter Type, 2008-09.....	272
Table F.9	New Charter School Parents' Annual Household Income, as a Percentage of Respondents by Generation and Charter Type, 2008-09	272
Table F.10	New Charter School Parents' Reasons for Choosing a Charter School, as a Mean of All Respondents by Generation, 2008-09	274
Table F.11	New Charter School Parents' Sources of Information About New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09	274
Table F.12	New Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09	275
Table F.13	New Charter School Parents' Participation in School Activities at Their Student's Previous School vs. Charter School, as a Percentage of Respondents by Generation, 2008-09.....	276

Table F.14	New Charter School Parents' Overall Satisfaction with Their Student's Current Charter School, as a Percentage of Respondents by Generation and Charter Type, 2008-09	277
Table F.15	New Charter School Student Attendance Before Enrolling in a New Charter School, as a Percentage of All Respondents by Generation, 2008-09	277
Table F.16	New Charter School Parents' Overall Satisfaction With Their Student's Previous School, as a Percentage of Respondents by Generation and Charter Type, 2008-09	278
Table G.1	All Charter School Campuses by Generation and Accountability System, 2008-09	285
Table G.2	All Charter School Campuses by Generation and School Type, 2008-09	286
Table G.3	Grade Level Distributions for All Charter Schools by Generation, 2008-09	287
Table G.4	Charter School Student Demographic Information by Generation, 2008-09	288
Table G.5	Staff Characteristics for All Charter Schools by Generation, 2008-09	289
Table G.6	Teacher Characteristics for All Charter Schools by Generation, 2008-09	290

Table of Figures

Figure 2.1	Percentages of Charter Campuses That Were Open-Enrollment Charter Schools, University Charter Schools, and Campus Charter Schools, 2008-09	14
Figure 2.2	Ethnic Distribution of Generations 11, 12, and 13 Open-Enrollment and Campus Charter Schools, 2008-09	21
Figure 2.3	Special Population Percentages of Generations 11, 12, and 13 Open-Enrollment and Campus Charter Schools by Campus Type, 2008-09	22
Figure 2.4	Selected Teacher Characteristics of Generations 11, 12, and 13 Open-Enrollment and Campus Charter Schools, 2008-09	31
Figure 8.1	Actual 2008 Reading/ELA TAKS <i>T</i> Scores by Years of Open-Enrollment Charter School Campus Operation, Standard (SEC) and Alternative (AEC) Education Campuses	129
Figure 8.2	Actual 2008 Mathematics TAKS <i>T</i> Scores by Years of Open-Enrollment Charter School Campus Operation, Standard (SEC) and Alternative (AEC) Education Campuses	130
Figure 8.3	Actual 2008 Attendance Rate by Years of Open-Enrollment Charter School Campus Operation, Standard (SEC) and Alternative (AEC) Education Campuses	132
Figure 8.4	Actual 2008 Retention Probabilities by Years of Open-Enrollment Charter School Campus Operation, Standard (SEC) and Alternative (AEC) Education Campuses	133

EXECUTIVE SUMMARY

Since 1994, the U.S. Department of Education (USDE) has provided funding to new charter schools through Charter School Program (CSP) grants designed to provide support for the planning and implementation of effective new charter programs. CSP funding is available for a period of 3 years, of which no more than 18 months may be used for charter school planning and program design and up to 2 years may be used to implement the educational program. Grants are awarded to state education agencies, which then provide funding to approved charter schools through a system of subgrants. As a condition of CSP funding, state education agencies are required to evaluate new charter schools using objective criteria and quantitative and qualitative data (Federal Register, 2007).

The Texas Education Agency (TEA) was awarded CSP funding in 2007, and specified that the required evaluation would focus on the experiences and outcomes of new charter schools authorized to begin serving students across 4 school years: 2006-07, 2007-08, 2008-09, and 2009-10. TEA categorizes charter schools in terms of “generations” that roughly align with the years in which schools are first authorized to serve students as charter schools, which frames the evaluation in terms of Generation 11 (2006-07), Generation 12 (2007-08), Generation 13 (2008-09), and Generation 14 (2009-10) charter schools. The evaluation examines how new charter school operators plan and implement their programs and considers the following research questions:

1. How are federal start-up funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students’ academic outcomes?
6. How do students at new charter schools perform academically relative to comparable students at traditional district schools?

The evaluation will produce three reports—two interim reports (spring 2009 and winter 2011) and a final report in spring 2011. This is the evaluation’s second interim report. It presents findings for Research Questions 1 through 5 drawn from data collected from Generation 11, 12, and 13 charter schools,¹ and includes analyses based on TEA’s Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), and Texas Assessment of Knowledge and Skills (TAKS) data. The report also includes the results of spring 2009 surveys of principals, teachers, and students in Generation 11, 12, and 13 charter schools, and the parents of students attending such schools, as well as information collected during site visits to a set of seven Generation 13 charter schools during the 2008-09 school year. Site visits included interviews with school administrators, focus group discussions with teachers, students, and board members, as well as observations in core content area classes.

¹The evaluation’s final report (spring 2011) will include findings for Research Question 6 and information collected from Generation 14 charters.

Throughout the report chapters, results are disaggregated by charter school generation and charter school type where appropriate.²

THE CHARACTERISTICS OF NEW TEXAS CHARTER SCHOOLS

The sections that follow provide information about the characteristics of new Texas charter schools drawn from AEIS data for the 2008-09 school year and present comparisons between new charter schools (Generations 11 through 13) and older charters (Generations 1 through 10), as well as between campus and open-enrollment charters.

There were 59 new charter schools in Generations 11, 12, and 13, and 453 older charter schools in Generations 1 through 10 operating during the 2008-09 school year. Compared to older schools, a larger percentage of new charter schools were campus charter schools (39% vs. 11%). However, a smaller percentage of new charter schools were alternative education campuses (11% vs. 46%). Compared to older schools, new charter schools enrolled proportionately more students at kindergarten through Grade 8 and proportionately fewer students at pre-kindergarten and Grades 9 through 12.

Irrespective of years of operation, average enrollment was larger for campus charters than for open-enrollment charters. Average student enrollment was larger for new campus charter schools than for new open-enrollment charter schools (396 vs. 264 students). Likewise, average enrollment was larger for older campus charter schools than for older open-enrollment charter schools (411 vs. 232 students).

There were lower percentages of administrative staff in campus charter schools across years of operation. Campus charter schools had lower percentages of central (1% vs. 2%) and campus (3% vs. 7%) administration than open-enrollment charter schools.

Charter school administrator and teacher salaries were higher in campus charter schools, irrespective of years of operation. Campus administrator annual salaries in campus charter schools were about \$18,000 higher than in open-enrollment charter schools. Similarly, teacher annual salaries in campus charter schools were about \$9,000 higher than teacher annual salaries in open-enrollment charter schools.

There were differences in school type (e.g., elementary or secondary schools) between new open-enrollment and new campus charter schools. New campus charters typically had traditional elementary (35%) and secondary (48%) grade organizations; while new open-enrollment charters typically were either elementary (42%) or non-traditional configurations (39%) spanning elementary and secondary grades.

Differences in racial/ethnic percentages existed between new open-enrollment and new campus charter schools. New open-enrollment charter schools had higher percentages of White (26% vs. 5%) and Asian students (10% vs. 1%). New campus charter schools had a considerably higher percentage of Hispanic students (82% vs. 49%).

²Three types, or classes, of charter schools currently operate in Texas: open-enrollment, campus, and university charter schools. Open-enrollment charter schools are authorized by the State Board of Education (SBOE) and may be operated by independent nonprofit entities or governmental entities. Campus charter schools are authorized by traditional districts and may be converted district programs or programs operated under contract with an external provider of educational services. University charters are authorized by the SBOE and are operated by universities. Because only one university charter is included in Generations 11, 12, and 13, survey and quantitative data for this school are combined with those of open-enrollment charters so that the school's results are not identifiable.

Differences in special population percentages existed between new open-enrollment and new campus charter schools. New campus charters had higher percentages of economically disadvantaged students (85% vs. 50%), English language learners (16% vs. 7%), and special education students (10% vs. 5%).

There were differences in teacher characteristics between new open-enrollment and new campus charter schools. New campus charter schools had higher percentages of minority teachers (64% vs. 32%) and teachers with advanced degrees (31% vs. 17%). New open-enrollment charter schools had a higher percentage of beginning teachers (33% vs. 7%), as well as a higher annual teacher turnover rate (38% vs. 14%).

USE OF CSP FUNDING BY NEW CHARTER SCHOOLS

The evaluation examines trends in open-enrollment and campus charter schools' use of CSP funding across 8 school years (2000-01 through 2007-08³). Across this time, TEA's application requirements for CSP funding did not require that applicants budget in terms of planning and program design costs and implementation costs,⁴ and PEIMS financial reporting does not identify CSP funds expended for program planning or for program implementation. This creates limitations for the evaluation because it is not possible to identify how new charter schools use CSP planning and program design funds relative to their use of CSP implementation funds. Instead, researchers examine open-enrollment charter schools' aggregate use of CSP funding across the years in which funds were expended. Note that due to timing of grant awards, the campus charter schools among the generations included in analyses for this report did not participate in the planning and design component of CSP grants and only accessed funding for program implementation.

Open-enrollment charter schools spent a total of almost \$51 million in CSP funding from 2000-01 through 2007-08. Campus charter schools spent a total of more than \$19 million in CSP funding across the same period. Average expenditures per open-enrollment charter per year ranged from a low of \$47,746 in 2000-01 to a high of \$188,025 in 2001-02. In 2007-08, average expenditures per open-enrollment charter school campus (\$90,663) were lower than the previous 6 years. Campus charters' CSP spending ranged from a low of \$81,774 in 2002-03 to a high of \$248,488 in 2004-05.

Across years (2000-01 through 2007-08), both campus and open-enrollment charters tended to spend the largest share of CSP revenue on areas related to instruction. Campus charters were able to spend a larger proportion of their CSP funding on instruction in large part because parent districts provide for many operational needs, such as facilities maintenance. In contrast, open-enrollment charters spent proportionately more CSP resources for facilities maintenance and operations, which reduced the funding available for instruction.

In 2007-08, campus charters' use of CSP revenue reflected an increase in average funding to accelerated education programs⁵ for students at risk of academic failure over previous years (52% in 2007-08 vs. 20% from 2000-01 through 2006-07). This shift likely reflects an increase in the number of programs focused on dropout recovery and at-risk students in Generation 13 campus charters.

³The most current data available at the time of the report's writing.

⁴Beginning with the 2008-09 cycle of CSP grant awards (Generation 13 charter schools), TEA required that grant applicants budget CSP funding in terms of (1) planning and program design and (2) program implementation.

⁵Accelerated programs enable students at risk of failure or dropping out to accrue credits rapidly and recover credit for missing coursework.

PLANNING AND IMPLEMENTING NEW CHARTER SCHOOL PROGRAMS

Findings that address how new charter schools plan and implement their programs are drawn from spring 2009 surveys of new charter school principals, teachers, and students in Generation 11, 12, and 13 charter schools, as well as a survey of parents of students who attended new charter schools during the 2008-09 school year. Results also include information gathered from site visits to seven Generation 13 charter schools during their first year of operation (2008-09). Site visits were conducted in summer 2008, fall 2008, and spring 2009 and included interviews with school administrators; focus group discussions with board members, teachers, and students; as well as observations in core content area classrooms.

Establishing New Charter School Programs

The founders of Generation 13 charter schools who participated in site visits experienced a range of challenges in starting their schools. All founders of open-enrollment and university charter schools who participated in evaluation case studies experienced challenges completing TEA's application process. Founders reported difficulties obtaining the necessary information about application requirements and timelines. Some founders did not have experience working in education, and their lack of expertise created additional challenges as schools began operations. The founders' lack of experience with legal, regulatory, and reporting requirements for public schools in Texas produced confusion and tension, which may have resulted in turnover in several schools' leadership in the early months of operation.

All site visit charters involved community members in their charter school planning processes, but community involvement in some schools diminished across schools' first year of operation. New charter schools that included community members on governing boards and actively promoted opportunities for community involvement in fundraising or volunteering experienced stronger community support than schools that provided fewer opportunities for community engagement.

Most surveyed new open-enrollment charters were located in spaces that were not designed for educational purposes, while most campus charters remained in district-provided facilities or were Early College High School (ECHS) programs⁶ located in space shared with a partner college or university. Of the new open-enrollment principals that responded to the survey, most indicated that they leased or rented space for their schools in renovated retail facilities, church buildings, former warehouses, college or university buildings, and so on. Across generations, open-enrollment principals reported \$127,548, on average, in annual facilities expenditures. In contrast, few surveyed campus charter principals reported expenditures on facilities. Surveyed principals across generations and types of charter schools noted that most facilities issues were minor challenges.

Recruiting Staff and Students

Most surveyed new open-enrollment (77%) and campus (57%) charter schools relied on word of mouth to recruit staff. Principals in open-enrollment charters noted the difficulty of recruiting and retaining qualified staff when charters offered lower salaries than neighboring districts. Across both types of new charters, teachers reported that they chose to work in charter schools because they were attracted to schools' missions and academic standards, as well as the opportunity to be involved in an educational reform and to work with like-minded educators. These teachers also reported valuing the small school environments and small class sizes typically found in new charter schools.

⁶ECHSs combine high school and college curricula, providing students with the opportunity to earn up to 60 hours of college credit while completing high school.

Most surveyed new open-enrollment (91%) and campus (64%) charters relied on word of mouth to recruit the largest share of their student enrollments. New open-enrollment charters also recruited a large proportion of enrollment through the use of fliers, print advertising, and community outreach, while campus charters relied more heavily on district referrals. Principals in both open-enrollment and campus charters reported that limited extracurricular programs in new charter schools made it difficult to compete with traditional district schools for enrollment.

Most parents and students who participated in surveys chose new campus and open-enrollment charter schools because the schools offered programs that were not available in their previous schools (e.g., dual language instruction, fine arts programs). Surveyed parents reported that they liked new charter schools' educational programs, approach to discipline, and staff. Parents also reported being attracted by small school size and schools' ability to serve specific student needs. Few surveyed parents reported that they chose a new charter school because they were dissatisfied with their child's previous school.

Implementing New Charter School Instructional Programs

Most of the new open-enrollment and campus charter schools that participated in surveys offered college preparatory programs, particularly at the high school level. At the elementary and middle school level, new charter schools also offered programs for gifted and talented students or programs targeted to particular academic interests (e.g., science and technology, liberal arts). New charter high schools also offered dropout recovery and career and technical programs. Eight campus charter high schools included in Generations 11 and 12 were ECHS programs in which students may receive up to 60 hours college credit while completing the requirements for high school graduation. The campus charter ECHS programs were located in college or university facilities, where charter students attended courses taught by college or university faculty.

At the elementary level, all surveyed campus charter schools offered multiple educational programs in the same school. For example, a campus charter elementary school included as a case study site for the evaluation offered dual language programs in Spanish and Russian, a fine arts program, and a program focused on environmental sciences. Administrators at the school reported that the costs for such a range of programs created a strain on the school's budget, and consequently community donations and PTA fundraising were needed to support many school activities.

Students attending some surveyed charter schools experienced educational benefits in terms of peer groups with similar educational interests. Unlike students attending conversion campus charters which continue to serve as the district-assigned schools for neighborhood students, all students attending open-enrollment charters and ECHS campus charters have enrolled in the school because either they or their parents actively chose the school. In choosing schools, parents and students also selected student peer groups who had similar educational goals. In surveys and site visit interviews, students attending such schools commented that it was easier to learn in school environments with peers who were like themselves. Students reported that they felt more confident and supported when their classmates were focused on learning. In contrast, students attending some conversion campus charter schools experienced difficulty focusing on instruction because of disruptive classmates and students involved with gangs and drugs.

NEW OPEN-ENROLLMENT CHARTER SCHOOLS' EFFECTS ON ACADEMIC OUTCOMES

The second interim report examines whether academic achievement in new open-enrollment charter schools changes as schools gain more experience serving students. The evaluation's analyses compare the academic outcomes of students attending new open-enrollment charter schools with those of students attending more mature charter schools that have been in operation longer and consider differences that may exist between standard and alternative education charter school programs.⁷ The academic outcomes included in comparisons are reading/English language arts (ELA) and mathematics TAKS scores, attendance rates, and grade-level retentions.

The number of years an open-enrollment charter school has been in operation was not positively related to student academic outcomes. School maturity, or years of experience, was not related to students' reading/ELA or math TAKS scores in either standard accountability or alternative education open-enrollment charter schools. In addition, school maturity was not related to students' attendance rates in standard accountability open-enrollment charter schools, although it was negatively related to attendance rates in alternative education charter schools. That is, alternative education charters that had been in operation longer tended to have lower attendance rates. School maturity also was not related to the likelihood of a student being retained at grade level in either standard accountability or alternative education open-enrollment charter schools.

THE ONGOING EVALUATION

The evaluation's final report (spring 2011) will build on findings presented here to include analyses that compare student outcomes in new charter schools to outcomes for similar students attending traditional district schools (Research Question 6), and update the CSP and charter school maturity analyses presented in this report to include 2008-09 data. In addition, the final report will include the results of survey data collected from Generation 11 through 14 charter schools and information collected through follow up interviews and observations in case study charters conducted at the conclusion of their second year of operation (spring 2010).

⁷Campuses evaluated under standard accountability procedures or under alternative education accountability procedures designed for campuses serving large proportions of at-risk students.

ACRONYMS

ADA	Americans with Disabilities Act
AEA	Alternative Education Accountability
AEC	Alternative Education Campus
AEIS	Academic Excellence Indicator System
AP	Advanced Placement
AskTED	Texas Education Directory
BRS	Border Research Solutions
BSU ^a	Bluebonnet State University
CSP	Charter School Program
CTC ^a	Cedar Treatment Center
ECHS	Early College High School
ELA	English/Language Arts
ELL	English Language Learner
ESC	Educational Service Centers
ESL	English as a Second Language
FTE	Full-Time Equivalents
GAO	Government Accounting Office
HGLM	Hierarchical Generalized Linear Modeling
HISD	Houston Independent School District
HLM	Hierarchical Linear Modeling
HSS ^a	Horizon School System
HVLG ^a	Hidden Valley Learning Group
IB	International Baccalaureate
ITBS	Iowa Test of Basic Skills
K	Kindergarten
LEP	Limited-English Proficient
MYFS ^a	Mesa Youth and Family Services
NCLB	No Child Left Behind
PDAS	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
PEP	Personal Education Plan
PK	Pre-Kindergarten
PTA	Parent Teacher Association
SBOE	State Board of Education
SEA	Standard Education Accountability
SEC	Standard Education Campus
SPCHS ^a	Self-Paced Charter High School
TAKS	Texas Assessment of Knowledge and Skills
TAKS-Alt	Texas Assessment of Knowledge and Skills—Alternate
TCER	Texas Center for Educational Research
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TPRI	Texas Primary Reading Inventory
UIL	University Interscholastic League
UPS	United Parcel Service
USDE	U.S. Department of Education

^aAcronym represents a pseudonym. All case study charter schools and their related entities are referenced using pseudonyms throughout the report.

CHAPTER 1

INTRODUCTION

Nationally and at the state level there is growing interest in improving public understanding of charter schools and expanding the number of high quality charter programs available to parents and students (Harvey & Rainey, 2006; U.S. Department of Education [USDE], 2008). Recognizing charter schools as an effective approach to providing high quality educational alternatives, policy makers have focused on improving the processes by which charter schools are created and sustained in order that new schools may “achieve excellence early in their operations” (USDE, p. 3).

Although most states with charter school legislation, including Texas, permit existing district schools to convert to charter schools, a majority of the nation’s charter schools are entirely new schools (USDE, 2004).⁸ As new educational ventures, charter schools and their operators may encounter a variety of start-up challenges. Common challenges include locating and financing facilities, establishing the curriculum, and recruiting staff and students (Ascher, Cole, Harris, & Echazarreta, 2004; Government Accounting Office [GAO], 2003; Hanushek, Kain, Rivkin, & Branch, 2007). To offset challenges, the USDE provides Charter School Program (CSP) grants targeted to new charter schools in order to facilitate the planning of charter programs and support the expansion of high quality schools. CSP grants are administered through state education agencies and are provided to new charter schools for a period of up to 3 years. Up to 18 months of CSP funding may be used for the planning and design of new charter schools, and no more than 2 years of funding may be used for initial implementation of the school’s program. As a condition of funding, state education agencies are required to evaluate their program of new charter schools using objective performance measures and quantitative and qualitative data (Federal Register, 2007).

In 2007, the Texas Education Agency (TEA) applied for and received a CSP grant to fund new Texas charter schools. TEA’s CSP application specified that the Agency would contract with an external evaluator to conduct an evaluation of new Texas charter schools that would “complement” the state’s existing evaluation of all Texas charter schools, “but focus more specifically on the effectiveness of charter schools receiving federal grant funds in their first few years of operation” (TEA, CSP Grant Application, 2007). To this end, TEA specified that the evaluation would include all Texas charter schools approved and funded in the 2006-07, 2007-08, 2008-09, and 2009-10 school years. TEA further specified that the evaluation would provide descriptive analyses of new charter schools, including teacher and student characteristics, analyses of how new charter schools implement their instructional programs and use CSP funding, as well as the effect of new charter schools on student achievement outcomes, such as standardized test scores (TEA, CSP Grant Application, 2007).

⁸Texas also permits pre-existing private schools to reconstitute themselves as charter schools, so long as their programs are non-sectarian.

TEA contracted with the Texas Center for Educational Research (TCER), a nonprofit research entity with extensive experience in evaluating the performance of Texas charter schools,⁹ to conduct the Evaluation of New Texas Charter Schools (2007-10). Based on the TEA's specifications for the project, TCER identified the following research questions to guide evaluation activities:

1. How are federal CSP funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students' academic outcomes?
6. How do students at new charter schools perform academically relative to comparable students at traditional district schools?

The Evaluation of New Texas Charter Schools spans 3 school years, beginning in the spring of 2008 and concluding in the summer of 2010. Across this period, TCER will produce three reports—two interim reports and a final report.

The evaluation's first interim report (summer 2009) provided preliminary responses to Research Questions 1 through 4 using data drawn from Generation 11 and 12 charter schools. The report described the characteristics of Generation 11 and 12 open-enrollment and campus charter schools and trends in new charter schools' use of CSP funding. The report also presented information about Generation 11 and 12 charter schools' planning and implementation processes drawn from spring 2008 surveys of new open-enrollment charter school staff, students and parents of students attending new open-enrollment charter schools. Campus charter schools were not included in spring 2008 surveys because they were the focus of similar surveys administered in fall 2007 as part of a statewide evaluation of all Texas charter schools.¹⁰

The findings presented here comprise the evaluation's second interim report, provide responses to Research Questions 1 through 5, and include Generation 11, 12, and 13 charter schools. The second interim report builds on the first interim report's findings to include statistical analyses of how the length of operation, or maturity, of new open-enrollment charter schools affects students' academic outcomes, including Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and math scores, attendance rates, and grade-level retention rates (Research Question 5). Analyses compare students' academic outcomes across open-enrollment charter schools that have been serving students between 2 and 7 years, as a means to measure the effect of school maturity on performance.

In addition, the second interim report presents survey findings drawn from respondents at both open-enrollment and campus charter schools, and it incorporates qualitative findings drawn from site visits to a set of seven Generation 13 charter schools that began operations during the 2008-09 school year. The inclusion of a broader range of data sources and analyses enables this report to provide more comprehensive responses to the evaluation's research questions and to highlight important differences in the start-up experiences of new open-enrollment and campus charters. The evaluation's final report (spring 2011) will build on findings presented here and will expand to include a response to Research Question 6 as well as information from Generation 14 charter schools.

⁹TCER has participated in the annual evaluation of Texas charter schools from 1996 through 2008. Annual evaluation reports may be found at: http://tcer.org/research/charter_schools/index.aspx.

¹⁰See Texas Charter School Evaluation: 2006-07 (TCER, May 2008).

BACKGROUND ON TEXAS CHARTER SCHOOLS

Texas passed its initial charter school legislation in 1995 and the state's first charter schools opened in the fall of 1996. The legislature initially provided for three types, or classes, of charter schools: home-rule charter school districts, campus and campus program charter schools, and open-enrollment charter schools. In 2001, the legislature amended the Texas Education Code (TEC) to allow for a fourth class—university charter schools. Texas caps the number of charters granted to operate open-enrollment charters at 215, but places no caps on the number of charters granted for university¹¹ and campus or campus program charters that may operate in the state. Each class of charter school is discussed in a section that follows.

Classes of Texas Charter Schools

Home rule school district charter. Texas' charter school law includes provisions that permit an entire school district to convert to charter school status and create a home-rule school district charter. Home-rule proposals may be adopted if approved by a majority vote in an election in which at least 25% of the district's registered voters participate (TEC §§ 12.021-12.022). The voter participation requirement of the home-rule district charter is a substantial hurdle, and, as of this writing, no Texas district has sought home-rule conversion. Because no home-rule district charters exist in Texas, this class of charter school is necessarily omitted from the report's analyses.

Campus and campus program charter schools. In addition to enabling an entire traditional school district to convert to charter status, Texas permits traditional districts to operate individual charter schools through a process of conversion, or by creating entirely new schools. In order for a traditional district school to convert to *campus charter school* status, a majority of the school's teachers and the parents of a majority of students attending the school must sign a petition requesting conversion. Notably, the petition does not require the principal's signature, nor does conversion require the principal's approval. The petition is presented to the district's governing board, which may not arbitrarily deny the request. Conversion campus charter schools remain the legal responsibility of the district school board and receive state and local funding (TEC §§ 12.051-12.065).

Districts may also open entirely new campus charter schools within the district's boundaries. Such schools may be operated by district staff or under contract with external entities that provide educational services. This type of campus charter—sometimes referred to as “external” campus charters—may be housed in district facilities or at another facility located within the district, and teachers and students must expressly agree to assignments at the school (TEC § 12.0521). Like conversion charters, external campus charters receive state and local funding and remain the responsibility of the local school board.

Traditional districts may also operate *campus program charters*. Such charters are configured as independent educational programs that operate within a larger district school (i.e., a school within a school). The state does not play a role in the authorization of campus or campus program charter schools—local school districts create their own application requirements and oversee authorization processes. However, campus and campus program charters are required to meet state and federal statutory requirements, and such schools may be closed if students perform unsatisfactorily on state tests and other academic indicators (TEC § 12.054). In 2009-10, 72 campus charter schools operated in Texas, and while 14 districts operated such schools, more than half (57%) were located in the Houston Independent School District (HISD).

¹¹ Although university charter schools are characterized as open-enrollment charters, they are “not considered for purposes of the limit on the number of open-enrollment charter schools” (TEC § 12.156[b]).

Open-enrollment charter schools. Texas open-enrollment charters are entirely new public schools created by “eligible entities,” such as nonprofit organizations, universities, or local government groups (TEC § 12.101). Open-enrollment charters are sponsored by the State Board of Education (SBOE) and are authorized for a period of 5 years. Charter schools receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because open-enrollment charters have no taxable property, they do not receive local property tax revenues and are more reliant on state funding sources than traditional district schools. The charter school’s governing board retains legal responsibility for the management, operation, and accountability of the school (TEC § 12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC § 12.125).

Although Texas limits the number of *charters* granted for the operation of open-enrollment charter schools at 215, entities that receive charters to operate open-enrollment charter schools may operate multiple campuses under a single charter. This means that the number of open-enrollment charter campuses may exceed the 215 cap. For example, 203 open-enrollment charter schools operated 446 open-enrollment charter campuses in the state during the 2009-10 school year.

College or university charter schools. In 2001, the legislature amended Texas’ charter school law to allow for an “open-enrollment charter school to operate on the campus of a public senior college or university or in the same county in which the campus of the public senior college or university is located” (TEC § 12.152), and in 2009, the legislature added provisions enabling community colleges to operate charter schools. College or university charters are subject to largely the same regulatory provisions as open-enrollment charters, but must be supervised by a faculty member with expertise in educational matters and the school’s financial operations must be overseen by the college or university business office (TEC § 12.154). Similar to open-enrollment charters, college and university charter schools are able to operate multiple campuses, and three universities operated 18 charter school campuses during the 2009-10 school year.

Generations of Texas Charter Schools

The TEA categorizes open-enrollment and university charters, in terms of “generations” defined by SBOE application and selection cycles for authorizing charter schools (TCER, 2006). To date, Texas has completed 14 application cycles and has authorized 14 generations of charter schools. The most recent generation—Generation 14—began enrolling students during the 2009-10 school year. While campus and campus program charter schools are authorized by the governing boards of traditional school districts, TEA includes these charters in the generations that define open-enrollment charters as a means to identify the grant cycles in which they are eligible for federal CSP funding and other grants. Although there are some exceptions, the SBOE charter school application and selection process generally spans more than a full school year. New charter school applications are due to TEA in the winter and are approved by SBOE the following fall. Once approved, new charter schools are authorized to begin serving students, generally in the fall of the school year subsequent to their approval. Campus and campus program charters are identified for generations in alignment with the dates in which they begin serving students as charter schools.

Although there are some variations with respect to when charter schools first begin serving students, most Generation 11 charter schools began enrolling students in 2006-07, most Generation 12 schools began enrolling students in 2007-08, Generation 13 schools began enrolling students in 2008-09, and Generation 14 schools began serving students in 2009-10.

As described earlier, the Evaluation of New Texas Charter Schools considers the experiences and outcomes of Texas charter schools authorized to begin serving students as a charter school in 2006-07, 2007-08, 2008-09, and 2009-10. To this end, the evaluation focuses on Generation 11, 12, 13, and 14

charter schools. Table 1.1 provides an overview of the type and number of charter schools included in each generation. Given variations in the years in which each generation of charter schools begins serving students and the timing of data collection activities for the evaluation, Generation 13 and 14 charter schools were not included in the first interim report (summer 2009), and Generation 14 charter schools were not included in this report. All four generations of charter schools will be included in the evaluation's final report (spring 2011).

Table 1.1. New Charter Schools Operating During the 2008-09 School Year, by Type and Generation

Generation	First Year Eligible to Serve Students as a Charter School	Type and Number of Charter Schools			
		Open-Enrollment	University	Campus or Campus Program	Total
11	2006-07	11 ^a	0	8 ^b	19
12	2007-08	11 ^c	0	5	16
13	2008-09	13 ^d	1	10	24
14	2009-10	8	0	NA	8 ^e

Sources: Texas Education Agency (TEA) 2008 Academic Excellence Indicator System data files, 2008 AskTED (Texas Education Directory) data, TEA documents, and applications of Generation 13 charter schools.

Note. NA=Not Applicable. Because TEA does not control the authorization processes for campus charter schools, it was not clear at the time of this report's writing how many campus charter schools had been authorized in Generation 14. The following notes are provided to clarify differences in charter school counts between the first and second interim reports, and between the total number of charter schools included in each generation and the number of schools included in report analyses:

^aOne Generation 11 open-enrollment charter school that operated in 2007-08 closed during the 2008-09 school year.

^bTwo Generation 11 campus charter schools closed prior to the 2008-09 school year and two Generation 11 campus charter schools were reconstituted as traditional district schools in 2008-09.

^cOne Generation 12 open-enrollment charter school that did not serve students in 2007-08 began serving students in 2008-09.

^dFour Generation 13 open-enrollment charter schools delayed opening until fall 2009. Although these schools are included in Table 1.1, they are not included in most of the report's analyses. (Note. One Generation 13 open-enrollment charter school that delayed opening until fall 2009 had a principal who responded to the evaluation's spring 2009 principal survey.)

^eBecause Generation 14 charter schools did not operate during the 2008-09 school year, they are not included in this report's analyses.

Although generations define the cycles by which charter schools receive authorization and begin serving students, there are variations within the cycles with respect to when individual campuses begin to operate as charter schools. Charter school operators who receive authorization to begin serving students within a given generation may opt to delay opening in order to develop their educational programs and attend to operational matters. For example, four of the 13 open-enrollment charter schools authorized in Generation 13 used the 2008-09 school year to plan their programs and first began serving students during the 2009-10 school year.

Early College High Schools

Four Generation 11 and four Generation 12 campus charters are characterized as Early College High School (ECHS) programs, which distinguishes them from most other campus charters because they

adhere to a prescribed educational model. The ECHS model combines high school and college curricula, providing students with the opportunity to earn up to 60 hours of college credit while completing high school. ECHS programs are targeted to students who are typically underrepresented in higher education (e.g., low-income and minority students), low-performing students, and first generation college goers. Many ECHS programs are located on a college campus, and ECHS students attend some classes with college students. ECHSs limit enrollment to about 100 students per grade (approximately 400 students overall) and provide a rigorous, technology-integrated curriculum, as well as services and supports designed to enable students to transition to postsecondary educational programs. Throughout report chapters, discussions of survey findings¹² frequently distinguish between findings for ECHS programs and other campus charters in order to highlight differences that may exist between types of campus charters.

COMMON CHALLENGES FOR NEW CHARTER SCHOOLS

Prior research has indicated that new charter school operators confront a range of challenges in founding their programs (Ascher, Cole, Harris, & Echazarreta, 2004; GAO, 2003; Hanushek, Kain, Rivkin, & Branch, 2007). Charter school operators must locate and furnish school facilities, hire qualified staff, and recruit students prior to opening their schools. The level of start-up support for charter schools varies by state, depending on the political climate and the strength of charter advocacy and support groups, but most new charter schools confront similar challenges in identifying and financing adequate facilities, securing start-up funding, and obtaining the necessary expertise to manage the legal, budgetary, and operational challenges of starting a new school (GAO, 2003).

Facilities Issues

Locating and funding school facilities. Perhaps the most daunting challenge for new charter schools is locating and funding adequate facilities. New charter school operators must locate available facilities that are appropriate to the needs of a school and include adequate space for classrooms, cafeterias, libraries, computer labs, and physical education requirements. Vacant school space is a rare find, and many charter operators must renovate commercial facilities or custom build facilities, both of which are expensive and time consuming ventures. In their early years of operation, when enrollment and revenue are low, many new charter schools choose to lease facilities. Some new charter schools arrange to share space with a church. Such space may be reasonably priced because the church may continue to use the facility when school is not in session in the evenings or on weekends (Ascher et al., 2004). A statewide survey of all Texas charter schools conducted in 2007 indicated that most open-enrollment charter schools leased their facilities from private or commercial sources, while nearly all campus charter schools remained in district-provided facilities (TCER, 2008).

The lack of facilities funding remains one of the central barriers to expanding charter schools nationwide (Mead & Rotherham, 2007). Currently, 27 states and the District of Columbia provide some form of facilities assistance for charter schools. Such provisions include guaranteed loan programs, state reimbursements for facilities costs, per-pupil facilities allotments, the rent-free provision of vacant public school buildings, as well as the inclusion of charter school facility needs in traditional district bond referendums (Education Commission of the States, 2009). In spite of these efforts, many charter school operators report diverting instructional funds to pay for facilities, which may negatively affect instruction (Ascher et al., 2004).

¹²All survey data (i.e., principal, teacher, student, and parents of students) for Generation 12 campus charters incorporated in this report are drawn from ECHS respondents. The one Generation 12 campus charter school that is not characterized as an ECHS did not participate in spring 2009 surveys.

Although Texas operates one of the nation's largest charter school programs, it does not provide facilities funding or facilities assistance to its open-enrollment or university charter schools.¹³ However, the state does allow for an approved bonding authority to issue bonds to finance or refinance an authorized charter school. In 2009, the Texas legislature approved a program to enable charters to have their bonds backed by the Permanent School Fund. The program will provide additional support for charter school facilities by enabling charters to access bonds at lower interest rates.

Accommodating growth. Beyond the challenges associated with locating and funding an initial facility, many charter schools experience continued facilities challenges when their enrollment grows. Most new charters start small and expand their programs as enrollment increases. Further, many charter schools plan to grow their programs by adding grades as students matriculate, which requires that facilities include space for additional classrooms that may not be needed at the school's start. To accommodate such growth, charter schools must either (1) locate a facility large enough to accommodate students at full enrollment or (2) obtain a smaller facility for early enrollments and plan to move when enrollment grows. Both approaches pose challenges. Securing a large facility may prove financially untenable for new schools with low enrollments and per-pupil revenue, and moving to a larger facility when enrollment grows presents challenges in terms of locating and financing a larger facility, as well as disrupting currently enrolled students.

Start-Up Funding Beyond Facilities Needs

In addition to facilities, new charter schools must purchase instructional materials and supplies, furniture, computers, and curricula; pay the salaries of administrators and staff; and pay insurance and legal fees (GAO, 2003). And because most states, including Texas, fund charter schools on a per-student basis, revenue for such requirements may not become available until a school is enrolling students. New schools that are part of a charter school network or that have the support of a parent entity, such as a nonprofit organization or a university, may receive support for such expenses, but for entirely new or independent charter schools, obtaining seed money to get a program started may prove challenging.

While start-up funding is available through federal sources such as CSP grant funds (discussed in chapter 3) and through a variety of nonprofit organizations and public-private partnerships designed to support charter schools with financing,¹⁴ many charter schools must apply for loans to cover start-up costs, and many lenders are reticent to finance charter schools because of perceived risks (Ascher et al., 2004). Even before the current credit crisis, many charter operators experienced difficulty obtaining loans because the investment community has been hesitant to grant funding to untested charter programs with small enrollments. Further, media reports of charter school failures have heightened concerns about the credit risks associated with financing new charter schools (Ascher et al.).

Missing Expertise

Unlike traditional district schools that may rely on central office administrators, most charter schools are small scale operations, in which campus-level administrators and teachers must wear many hats and absorb many of the responsibilities and job functions of central office personnel. In Texas, open-enrollment and university charter schools exist both as school districts and as individual campuses, and therefore, must address the operational and managerial tasks managed by both district- and campus-level administrators. In traditional school districts, central office administration generally either handles or provides substantial support for issues related to student transportation, food service delivery, the

¹³Campus charter schools are typically housed in district-provided facilities or facilities operated in conjunction with a partner organization (e.g., a local community college).

¹⁴For a list of charter school financing providers, see the Local Initiatives Support Corporation website at: www.lisc.org/resources.

completion of federal- and state-level reporting requirements, the management of budgetary and legal matters, as well as recruiting staff and managing personnel issues. Texas' campus charter schools may continue to rely on their authorizing district's central administration for support, but for new open-enrollment and university charter schools, these responsibilities must be handled by school operators.

The broad range of management tasks associated with operating a new school has the potential to overwhelm even the most experienced school administrators. However, because many operators of new charter schools are educational entrepreneurs who have other backgrounds, such expertise is often lacking (Hess, 2008). Even when new charter school operators have strong backgrounds in education, they often lack expertise in the legal and business side of school operations. While programs exist to assist school operators in obtaining the necessary skills and expertise to manage a new charter school, the availability and quality of such resources tend to vary by state (GAO, 2003).

Each spring, TEA hosts a multi-day orientation for administrators and staff involved in starting new charter schools in Texas. This training covers state and federal legal and regulatory provisions that affect charter schools; curriculum and instruction; student assessment; state reporting requirements; as well as issues related to special education, meal service delivery, and school leadership. However, once charter schools get started, they tend to rely more heavily on regional Education Service Centers (ESCs) for assistance (TCER, 2006, 2007, 2008).

METHODOLOGY OF THE INTERIM EVALUATION REPORT

The sections that follow introduce the report's data sources and approach to analyses. Appendices provide more detailed information about the methodologies used to collect and analyze evaluation data.

Case Studies: Qualitative Data and Analyses

This report incorporates qualitative data collected through site visits to seven Generation 13 charter schools. Site visits were conducted prior to schools' opening (summer 2008), at the end of schools' first semester (fall 2009), and at the conclusion of schools' first year (spring 2009). Site visit activities included interviews with school administrators; focus group discussions with board members, teachers and students; and observations in core content area classrooms. The qualitative data collected during site visits provide in-depth understanding of new charter schools' implementation processes and challenges, staff experiences, as well as classroom activities and interactions. Information from case study site visits is used to describe the processes that guide the planning of new charter schools (Research Question 2) in chapter 4, and to supplement survey findings addressing the implementation and effectiveness of new charter school programs (Research Questions 3 and 4) in chapters 5, 6, and 7.

Following the methodology of Wells, Lopez, Scott, and Holme (1999), the charter schools selected for case studies differed in locations, grade levels served, and educational missions. Further, case study schools were selected such that they represented each class of charter school that currently operates in Texas. Detailed descriptions of the case study charter schools and the methodology used to analyze site visit data are included in Appendix A. Note that throughout the report, case study charter schools and their associated entities are identified by pseudonyms.

Quantitative Data Sources

Quantitative analyses rely on data drawn from Texas' archival sources, including the Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS). PEIMS contains all data collected from Texas public schools by TEA, including student demographic and academic performance data, as well as information about school staffing, finance, and organization. AEIS is an archival database that contains information about the academic performance and accountability

rating of each public school district and campus in the state. In addition, some analyses used data contained in TEA's public school directory, known as AskTED (Texas Education Directory).

Quantitative Analyses

Descriptive statistics. Chapter 2 presents descriptive statistics of new Texas charter schools using 2008-09 data, including the characteristics of students and teachers, disaggregated by generation (Generations 11, 12, and 13) and charter school type (i.e., open-enrollment¹⁵ or campus charter school). Data are drawn from the PEIMS and AEIS databases for the 2008-09 school year and results for Generation 1 through 10 charter schools and statewide averages for all public schools are presented for purposes of comparison. In previous evaluations of Texas charter schools, quantitative results have been disaggregated by charter schools evaluated under the state's standard education accountability (SEA) and alternative education accountability (AEA) procedures. Standard accountability procedures guide the assignment of accountability ratings to the state's standard campuses (including non-registered alternative education campuses), while AEA procedures govern the assignment of ratings to campuses designed to serve the needs of at-risk students and registered as alternative education programs. As discussed in chapter 2, across generations, only four new open-enrollment charter schools and only three new campus charter schools were characterized as AEA campuses during the 2008-09 school year. The small number of new AEA charter schools and the disaggregation of results by generation precludes the disaggregation of results by accountability program throughout most of the report's analyses because doing so risks making results identifiable.

Trend analysis: CSP data. The analysis of CSP grant funds for Texas charter schools presented in chapter 3 examines charter schools' use of CSP funds across school years (Research Question 1). Given lags in the availability of financial data provided through PEIMS, the analysis of CSP data examines trends in the use of CSP data over time and relies on data collected across the 2000-01 to 2007-08 school years.¹⁶ Analyses compare open-enrollment and campus charter schools' use of CSP funds to their use of all funding sources, and examine CSP expenditure patterns across categories designated by the state's system of financial reporting (i.e., function, object, and program codes).

Regression analyses. The evaluation uses hierarchical linear modeling (HLM) regression techniques to analyze the effect of charter school maturity on students' academic outcomes for the 2007-08 school year (Research Question 5). HLM allows researchers to control for student- and campus-level characteristics, including the number of years a charter school has been in operation, which may influence school performance and student outcomes. A detailed discussion of the effect of school maturity on student outcomes and a discussion of HLM regression methods are included in chapter 8 and Appendix B, respectively.

¹⁵Throughout the report, most data for the one Generation 13 university charter school that operated in 2008-09 are combined with those of Generation 13 open-enrollment charter schools so that individual school results are not identifiable.

¹⁶At the time of this report's writing, the most current financial data available in PEIMS were for the 2007-08 school year.

Surveys

The report includes findings from four surveys administered to respondents in Generation 11, 12, and 13 campus, university, and open-enrollment charter schools in spring 2009:

1. A survey of new charter school principals,
2. A survey of new charter school teachers,
3. A survey of new charter school students, and
4. A survey of parents of students attending new charter schools.

Survey data provide information about how charter school operators plan and implement their programs, as well as the effectiveness of new charter schools in meeting the needs of students and parents (Research Questions 2, 3, and 4). Across surveys, results are disaggregated by charter school generation and type of charter school (i.e., open-enrollment¹⁷ or campus charter school). The sections that follow provide more information on each survey.

Online survey of new charter school principals. In spring 2009, the principals of all Generation 11, 12, and 13 charter schools were invited to participate in a voluntary, online survey that probed principals' experiences in starting new charter schools. The survey asked principals about their backgrounds, and for information about school facilities, teacher and student recruitment, and the challenges and successes they experienced in starting a new charter school. The principals' survey and information on survey administration processes, response rates, the characteristics of survey respondents, and supplementary tables referenced in report chapters are included in Appendix C.

Online survey of new charter school teachers. Similar to principals, teachers in Generation 11, 12, and 13 charter schools were invited to participate in a voluntary, online survey in spring 2009. The survey asked teachers about their background and previous teaching experiences, the challenges and benefits of working in new charter schools, their participation in professional development activities, as well as the instructional methods and types of assessments they used to support student learning. More detailed information about survey administration processes, response rates, and respondent characteristics are included in Appendix D. In addition, the appendix includes a copy of the combined teachers' and principals' surveys and supplementary tables referenced in report chapters.

Paper and pencil survey of students attending new charter schools. The evaluation includes findings from paper and pencil surveys of students in Grades 4 through 12 who attended new charter schools during the 2008-09 school year. Separate surveys were administered for students in Grades 4 and 5 and students in Grades 6 through 12 in order to accommodate for differences in students' reading levels. Surveys asked students about their reasons for choosing new charter schools, their experiences in new charter schools, and their satisfaction with their choice of schooling. Copies of both student surveys are included in Appendix E. The appendix also includes information on survey administration processes, response rates, respondent characteristics, and supplemental tables referenced in report chapters.

Telephone survey of parents of students attending new charter schools. The parent survey was administered to a random sample of about 500 parents whose students attended a Generation 11, 12, or 13 charter school during the 2008-09 school year. The survey was administered by Border Research Solutions (BRS), a firm with expertise in conducting telephone surveys, and Spanish was spoken for Spanish-speaking parents. The survey asked parents about their background characteristics, their reasons for choosing a charter school, their participation in school activities, and their satisfaction with their current charter school as well as their previous school. Detailed information about survey administration

¹⁷ Responses for the Generation 13 university charter school are combined with Generation 13 open-enrollment charter schools in order that university charter responses are not identifiable.

processes and respondent characteristics are included in Appendix F, which also includes a copy of the survey questionnaire and supplemental tables referenced in report chapters.

The Ongoing Evaluation

As noted earlier, the evaluation's final report will build on the information provided here, and will expand to include archival and survey data collected from Generation 11 through 14 charter schools, as well as statistical analyses of charter school student outcomes relative to students who remain in traditional district schools (Research Question 6). The final report will also incorporate findings from spring 2010 site visits to each of the evaluation's case study charter schools. The spring 2010 site visits will provide information about new charter schools' second implementation years, ongoing challenges, how challenges are resolved, and how educational programs may change as school operators gain experience.

Structure of the Interim Report

The second interim report is organized as follows:

- Chapter 1 provides background on Texas charter schools and introduces the evaluation's research questions, as well as the data sources and analyses included in the interim report.
- Chapter 2 presents information on the characteristics of new Generation 11, 12, and 13 charter schools.
- Chapter 3 discusses new charter schools' use of CSP funds across years and across funding categories established by Texas' system of financial reporting for public schools.
- Chapter 4 presents information about charter school founders, board members, and charter school application processes.
- Chapter 5 examines how new charter schools obtain facilities and their processes for recruiting staff and students.
- Chapter 6 focuses on how new charter schools communicate their missions, create safe and orderly environments, and provide opportunities for parent involvement.
- Chapter 7 describes how new charter schools implement classroom instruction and support professional growth for teachers.
- Chapter 8 examines the effect of charter school maturity on students' academic outcomes through the use of HLM.
- Chapter 9 summarizes report findings and provides responses to Research Questions 1 through 5.
- Appendix A includes background information about the set of Generation 13 charter schools that act as case study sites for the evaluation. The appendix includes a detailed discussion of site visit activities, the methodology for analyzing site visit data, and an overview of each case study school's educational program.
- Appendix B includes technical information about the analyses of charter school maturity on academic outcomes included in chapters 8.
- Appendix C (principal survey), D (teacher survey), E (student surveys), and F (parent survey) present information about survey administration processes, response rates, and the characteristics of survey respondents. In addition, each appendix contains supplemental tables referenced in report chapters and copies of the respective surveys.
- Appendix G presents supplemental tables referenced in chapter 2.

CHAPTER 2

CHARACTERISTICS OF NEW CHARTER SCHOOLS IN TEXAS

This chapter presents the characteristics of new Texas charter schools, focusing on those charter schools that were authorized to begin serving students in fall 2006 (Generation 11), fall 2007 (Generation 12), and fall 2008 (Generation 13). Data sources include the TEA AEIS district and campus data files, individual student data from TEA's PEIMS, and information from AskTED. Data are presented for open-enrollment and campus charter schools and within each of these categories for Generations 11, 12, and 13 charter schools that served students during the 2008-09 school year. In the sections that follow, data are presented separately for Generation 11, Generation 12, Generation 13, and for the aggregate of more established charter schools from Generations 1 through 10. The chapter describes and summarizes the features and attributes of new Texas charter schools. It does not make inferences and conclusions beyond its descriptive purpose.

NEW CHARTER SCHOOL CHARACTERISTICS BY GENERATION

Of the 19 Generation 11 campuses that operated in 2008-09, 58% (11 campuses) were open-enrollment charter schools and 42% (eight campuses) were campus charter schools (Table 2.1 and Figure 2.1). Of the 16 Generation 12 charter schools, 69% (11 campuses) were open-enrollment charter schools and 31% (five campuses) were campus charter schools. Of the 24 Generation 13 charter schools, 54% (13 campuses) were open-enrollment charter schools, 42% (10 campuses) were campus charter schools, and 4% (one campus) was a university charter school. More established charter schools, those representing Generations 1 through 10, had relatively fewer campus charter schools. Only 11% (48 campuses) of more established charter schools were campus charter schools, while 85% (387 campuses) were open-enrollment charter schools. This change may be the result of the SBOE imposed limit on the number (215) of open-enrollment charters that may be granted.¹⁸ However, there are no limits on the number charters authorizing college or university sponsored charters or campus charters.

Table 2.1. Charter School Campuses by Generation and Charter Type, 2008-09

Generation	Open-Enrollment Charter		University Charter		Campus Charter	
	N	%	N	%	N	%
Generation 11	11	57.9%	0	0.0%	8	42.1%
Generation 12	11	68.8%	0	0.0%	5	31.3%
Generation 13	13	54.2%	1	4.2%	10	41.7%
Generations 11, 12, and 13	35	59.3%	1	1.7%	23	39.0%
Generations 1-10	387	85.4%	18	4.0%	48	10.6%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System data files and 2009 Texas Education Directory data.

¹⁸As discussed in chapter 1, Texas limits the number of open-enrollment charters that may be granted to 215; however, open-enrollment charter holders may operate more than one charter school under a single charter.

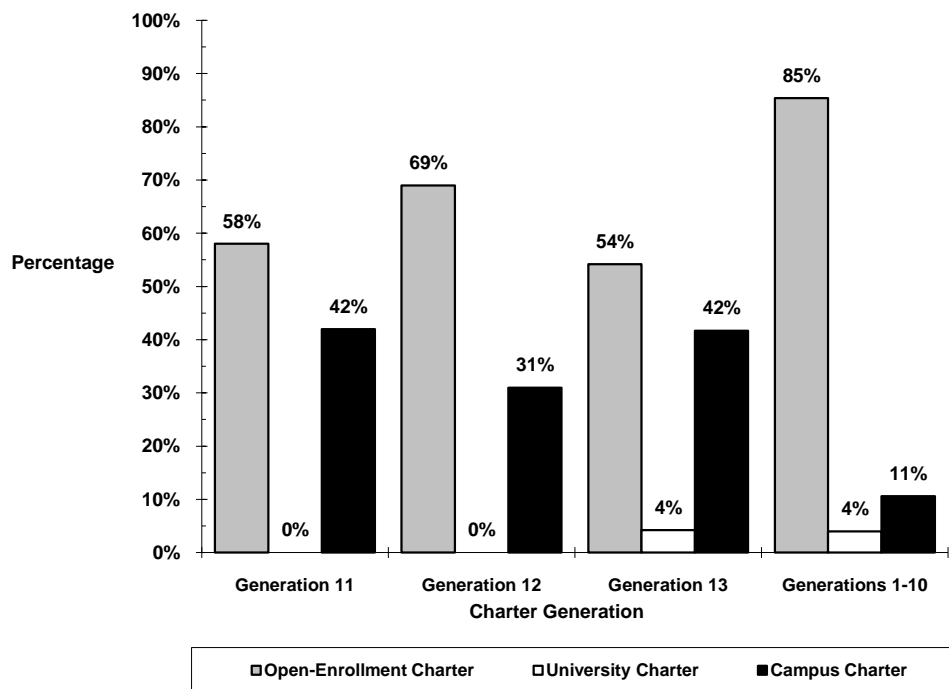


Figure 2.1. Percentages of charter campuses that were open-enrollment charter schools, university charter schools, and campus charter schools, 2008-09.

Sources: Texas Education Agency 2009 Academic Excellence Indicator System data files and 2009 Texas Education Directory data.

Notes. Generation 11: Open-enrollment charter schools (N=11), campus charter schools (N=8), and university charter schools (N=0); Generation 12: Open-enrollment charter schools (N=11), campus charter schools (N=5), and university charter schools (N=0); Generation 13: Open-enrollment charter schools (N=13), campus charter schools (N=10), and university charter schools (N=1); Generations 1-10: Open-enrollment charter schools (N=387), campus charter schools (N=48), and university charter schools (N=18).

Instructional Program: Open-Enrollment and Campus Charter Schools

Like many states, Texas implements an accountability system designed gauge the effectiveness of its public schools. Texas' accountability system was mandated by the state legislature in 1993 and integrates indicators defined by the state's curriculum and assessments, as well as other measures of school performance as a means to "rate school districts and evaluate campuses" (TEA, 2009a, p. 7). Recognizing that schools that serve large proportions of students in danger of academic failure or dropping out; pregnant, parenting, or adjudicated students; students with severe discipline problems; and so on, may confront different educational challenges than other schools, Texas developed a separate set of alternative accountability performance measures for schools that serve large proportions of "at-risk" students in 1994 (TEA, 2009a, p. 77). Although there have been revisions to both sets of accountability procedures across years, the state's standard accountability procedures apply to most public schools in Texas and alternative accountability procedures apply to public schools that have registered as alternative education campuses (AECs) because they serve large proportions of at-risk students.¹⁹ The sections that follow present the number of Texas open-enrollment and campus charter schools rated under standard and alternative

¹⁹Note that schools that serve large proportions of at-risk students and qualify as AEC campuses may choose to be evaluated under the higher standards of the standard accountability system. For more information on Texas' accountability standards, see TEA's 2009 Accountability Manual, available at <http://ritter.tea.state.tx.us/perfreport/account/2009/manual/manual.pdf>.

accountability processes by generation. Table G.1 in Appendix G includes findings aggregated across both types of schools.

Open-enrollment charter schools. Table 2.2a shows that proportionately fewer new open-enrollment charter schools were registered as AECs. While 46% of more established open-enrollment charter schools from Generations 1 through 10 were evaluated under alternative education procedures, only 11% of Generations 11, 12, and 13 open-enrollment schools were alternative campuses.

Table 2.2a. Open-Enrollment Charter School Campuses by Generation and Accountability System, 2008-09

Generation	Standard Education Campus		Alternative Education Campus	
	N	%	N	%
Generation 11	9	81.8%	2	18.2%
Generation 12	11	100.0%	0	0.0%
Generation 13 ^a	12	85.7%	2	14.3%
Generations 11, 12, and 13	32	88.9%	4	11.1%
Generations 1-10 ^b	218	53.87%	187	46.2%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System data files and 2009 Texas Education Directory data.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

^bResults for Generations 1-10 include 18 university charter schools.

Campus charter schools. While Table 2.2b shows that the percentage of AEC charter schools was larger for more established charter schools, the difference between new and more established campus charter schools was not as large as the difference for the open-enrollment charter schools (see Table 2.2a). Overall, 13% of new campus charter schools and 19% of more established campus charter schools were evaluated under AEA procedures.

Table 2.2b. Campus Charter School Campuses by Generation and Accountability System, 2008-09

Generation	Standard Education Campus		Alternative Education Campus	
	N	%	N	%
Generation 11	7	87.5%	1	12.5%
Generation 12	4	80.0%	1	20.0%
Generation 13	9	90.0%	1	10.0%
Generations 11, 12, and 13	20	87.0%	3	13.0%
Generations 1-10	39	81.3%	9	18.8%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System data files and 2009 Texas Education Directory data.

Campus Type: Open-Enrollment and Campus Charter Schools

TEA categorizes schools by campus type into one of four classifications based on the lowest and highest grades in which students are enrolled at the school. These classifications are *elementary*, *middle* (including junior high school), *secondary*, and *all or both elementary/secondary* (Kindergarten [K] through 12). Typically, elementary schools include Grades Pre-Kindergarten (PK) through 5 or Grades PK through 6, middle schools include Grades 6 through 8, and secondary schools include Grades 9 through 12. Schools with different grade spans are grouped with the school type most similar to their

grade span (TEA, 2008). The following sections show the school type classifications of open-enrollment charter schools and of campus charter schools. Table G.2 in Appendix G presents school type classifications aggregated across both open-enrollment and campus charter schools.

Open-enrollment charter schools. Table 2.3a shows that 42% of new open-enrollment charter schools were elementary campuses, 39% represented atypical grade configurations that span elementary to senior high school grades, 17% were secondary campuses, and only 3% were middle schools. While the breakdown of the grade configurations of new open-enrollment charter schools was similar to that of more established open-enrollment charter schools, there were differences. Compared to more established open-enrollment charter schools, there were proportionately more new open-enrollment charter elementary schools (42% vs. 35%) and atypical grade configurations (39% vs. 30%), and proportionately fewer secondary schools (17% vs. 26%) and middle schools (3% vs. 9%).

Table 2.3a. Open-Enrollment Charter School Campuses by Generation and School Type, 2008-09

School Type	Generation 11		Generation 12		Generation 13 ^a		Generations 11, 12, and 13 ^a		Generations 1-10 ^b	
	N	%	N	%	N	%	N	%	N	%
Elementary school	4	36.4%	5	45.5%	6	42.9%	15	41.7%	142	35.1%
Middle school	0	0.0%	1	9.1%	0	0.0%	1	2.8%	36	8.9%
Secondary school	2	18.2%	0	0.0%	4	28.6%	6	16.7%	105	25.9%
All ^c	5	45.5%	5	45.5%	4	28.6%	14	38.9%	122	30.1%
Total	11	100.1%	11	100.1%	14	100.1%	36	100.1%	405	100.0%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System (AEIS) data files and 2009 Texas Education Directory (AskTED) data.

Note: School type was taken from the 2008-09 AEIS campus reference file, or, if missing, from 2009 AskTED.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

^bResults for Generations 1-10 include 18 university charter schools.

^cSpans elementary to senior high school grades.

Campus charter schools. Table 2.3b shows that new campus charter schools were mostly secondary schools or elementary schools. Specifically, 48% of new campus charter schools were secondary campuses, 35% were elementary campuses, and 17% were middle schools. Unlike new open-enrollment charter schools, none of the new campus charter schools represented atypical grade configurations. Compared to more established campus charter schools, there were proportionately more new campus charter secondary schools (48% vs. 33%) and proportionately fewer middle schools (17% vs. 27%). The percentages of elementary schools and atypical grade configurations were similar for the two groups (35% vs. 38%, and 0% vs. 2%, respectively).

Table 2.3b. Campus Charter School Campuses by Generation and School Type, 2008-09

School Type	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10	
	N	%	N	%	N	%	N	%	N	%
Elementary school	4	50.0%	1	20.0%	3	30.0%	8	34.8%	18	37.5%
Middle school	0	0.0%	0	0.0%	4	40.0%	4	17.4%	13	27.1%
Secondary school	4	50.0%	4	80.0%	3	30.0%	11	47.8%	16	33.3%
All ^a	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.1%
Total	8	100.0%	5	100.0%	10	100.0%	23	100.0%	48	100.0%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System (AEIS) data files and 2009 Texas Education Directory (AskTED) data.

Note: School type was taken from the 2008-09 AEIS campus reference file, or, if missing, from 2009 AskTED.

^aSpans elementary to senior high school grades.

Size Characteristics: Open-Enrollment and Campus Charter Schools

Table 2.4 shows that the average student enrollment was larger for new campus charter schools than for new open-enrollment charter schools (396 students vs. 264 students). Average student enrollment was also larger for more established campus charter schools than for more established open-enrollment charter schools (411 students vs. 232 students). While new open-enrollment charter schools were somewhat larger, on average, than more established open-enrollment charter schools (264 students vs. 232 students), the reverse was true for new campus charter schools. New campus charter schools were somewhat smaller than more established campus charter schools (396 students vs. 411 students).

Average enrollment was largest for Generation 11 open-enrollment charter schools (404 students) and smallest for the Generation 13 open-enrollment charter schools (177 students). On the other hand, average enrollment was largest for the Generation 13 campus charter schools (507 students) and smallest for the Generation 12 campus charter schools (208 students).

Table 2.4. Charter School Size Characteristics by Charter Type and Generation, 2008-09

Charter Type	Generation	Number of Campuses	Average Enrollment	Median Enrollment	Total Students
Open-Enrollment or University	Generation 11	11	404.3	422.0	4,447
	Generation 12	11	203.9	153.0	2,243
	Generation 13	10 ^a	176.9	140.5	1,769
	Generations 11, 12, and 13	32 ^a	264.3	208.5	8,459
	Generations 1-10	405	232.2	173.0	94,032
Campus Charter	Generation 11	8	373.8	344.5	2,990
	Generation 12	5	208.4	195.0	1,042
	Generation 13	10	507.1	496.0	5,071
	Generations 11, 12, and 13	23	395.8	320.0	9,103
	Generations 1-10	38 ^c	411.4	306.5	15,634
All Charters	Generation 11	19	391.4	369.0	7,437
	Generation 12	16	205.3	176.0	3,285
	Generation 13	20 ^a	342.0	272.5	6,840
	Generations 11, 12, and 13	55 ^a	319.3	278.0	17,562
	Generations 1-10	443 ^b	247.6	175.0	109,666

Sources: Texas Education Agency 2009 Academic Excellence Indicator System campus student statistics data file and campus reference data file.

^aOf the 14 Generation 13 open-enrollment or university charter campuses, 4 did not have any students enrolled in the fall of 2008.

^bOf the 48 charter campuses from Generations 1-10, 10 did not have any students enrolled in the fall of 2008.

GRADE LEVEL ENROLLMENTS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

The following sections report the distribution of students across grades for Generations 11, 12, 13, and more established open-enrollment charter schools and more established campus charter schools. Table G.3 in Appendix G presents similar grade level distributions that are aggregated across both types of schools.

Open-Enrollment Charter Schools

Compared to more established open-enrollment charter schools, in new open-enrollment charter schools there were proportionately more students at Grades K through 8 and proportionately fewer at the PK level and Grades 9 through 12. Among new open-enrollment charter schools, Generation 11 charter schools had the largest proportion of students at Grades 6 to 8 and Grades 11 and 12. Generation 12 open-enrollment charter schools had the largest proportion of students in K through Grade 3 and at Grade 5. Generation 13 open-enrollment charter schools had the largest proportion of students at Grade 4 and at Grades 9 and 10.

Table 2.5a. Grade Level Distributions for Open-Enrollment Charter Schools by Generation, 2008-09

Grade Level	Generation 11		Generation 12		Generation 13 ^a		Generations 11, 12, and 13 ^a		Generations 1-10	
	N	%	N	%	N	%	N	%	N	%
Early childhood	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
PK	NS	NS	147	6.6%	49	2.8%	196	2.3%	8,798	9.3%
K	254	5.7%	279	12.5%	173	9.8%	706	8.4%	7,127	7.6%
1	306	6.9%	243	10.9%	157	8.9%	706	8.4%	6,734	7.1%
2	319	7.2%	244	10.9%	165	9.4%	728	8.6%	6,106	6.5%
3	338	7.6%	237	10.6%	161	9.1%	736	8.7%	5,835	6.2%
4	395	8.9%	218	9.7%	197	11.2%	810	9.6%	5,301	5.6%
5	469	10.6%	256	11.4%	184	10.4%	909	10.8%	5,600	5.9%
6	591	13.3%	223	10.0%	183	10.4%	997	11.8%	7,236	7.7%
7	521	11.7%	184	8.2%	141	8.0%	846	10.0%	6,663	7.1%
8	386	8.7%	119	5.3%	94	5.3%	599	7.1%	6,075	6.4%
9	233	5.2%	81	3.6%	131	7.4%	445	5.3%	8,781	9.3%
10	190	4.3%	7	0.3%	122	6.9%	319	3.8%	6,940	7.4%
11	243	5.5%	NS	NS	7	0.4%	250	3.0%	7,768	8.2%
12	196	4.4%	NS	NS	NS	NS	196	2.3%	5,422	5.7%
Total	4,441	100.0%	2,238	100.0%	1,764	100.0%	8,443	100.0%	94,386	100.0%

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Notes. NS = no students. Shaded cells denote whether the grouping Generations 11, 12, and 13 (new open-enrollment charter schools) or Generations 1-10 (more established open-enrollment charter schools) had the largest relative proportion of students at that grade level.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

Campus Charter Schools

Compared to more established campus charter schools, new campus charters enrolled proportionately more students at Grades 6 through 11 and proportionately fewer students at the PK and K levels, Grades 1 through 5, and Grade 12. Among new campus charter schools, Generation 11 campus charter schools had the largest proportion of students at the PK through Grade 5 levels and at Grade 12. Generation 12 campus charter schools had the largest proportion of students at Grades 9 through 11. Generation 13 campus charter schools had the largest proportion of students at Grades 6 through 8.

Table 2.5b. Grade Level Distributions for Campus Charter Schools by Generation, 2008-09

Grade Level	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10	
	N	%	N	%	N	%	N	%	N	%
Early childhood	4	0.1%	NS	NS	NS	NS	4	0.0%	13	0.1%
PK	280	9.4%	41	3.9%	208	4.1%	529	5.8%	3,593	23.0%
K	217	7.3%	22	2.1%	224	4.4%	463	5.1%	1,187	7.6%
1	255	8.5%	18	1.7%	246	4.8%	519	5.7%	1,085	7.0%
2	227	7.6%	14	1.3%	203	4.0%	444	4.9%	1,023	6.6%
3	246	8.2%	NS	NS	192	3.8%	438	4.8%	941	6.0%
4	232	7.8%	NS	NS	220	4.3%	452	5.0%	860	5.5%
5	202	6.8%	NS	NS	182	3.6%	384	4.2%	913	5.8%
6	108	3.6%	NS	NS	1,035	20.4%	1,143	12.5%	1,334	8.5%
7	66	2.2%	NS	NS	1,001	19.7%	1,067	11.7%	1,231	7.9%
8	81	2.7%	NS	NS	1,042	20.5%	1,123	12.3%	1,132	7.3%
9	339	11.3%	347	33.3%	220	4.3%	906	9.9%	831	5.3%
10	271	9.1%	375	36.0%	125	2.5%	771	8.5%	376	2.4%
11	245	8.2%	213	20.4%	110	2.2%	568	6.2%	399	2.6%
12	219	7.3%	12	1.2%	71	1.4%	302	3.3%	692	4.4%
Total	2,992	100.1%	1,042	100.0%	5,079	100.0%	9,113	100.0%	15,610	100.0%

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Notes: NS = no students. Shaded cells denote whether the grouping Generations 11, 12, and 13 (new campus charter schools) or Generations 1-10 (more established campus charter schools) had the largest relative proportion of students at that grade level.

STUDENT DEMOGRAPHICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

The following sections present the demographic characteristics of students in Generations 11, 12, 13, and more established open-enrollment charter schools and more established campus charter schools.

Demographic information aggregated across both types of schools is reported in Table G.4 in Appendix G.

Open-Enrollment Charter Schools

Differences in student racial/ethnic group categories existed between new open-enrollment charter schools and more established open-enrollment charter schools. New schools had higher percentages of Asian and White students (10% vs. 3% and 26% vs. 17%, respectively), a lower percentage of African American students (15% vs. 29%), and a similar percentage of Hispanic students (49% vs. 51%). Compared to state averages of 14% African American, 48% Hispanic, 34% White, and 4% Asian, Generations 11, 12, and 13 open-enrollment charter schools had a lower percentage of White students (26%), a higher percentage of Asian students (10%), and similar percentages of African American (15%) and Hispanic (49%) students.

Among new open-enrollment charter schools, Generation 11 open-enrollment charter schools had the highest percentage of Asian students (13%) and the lowest percentage of African American students

(11%). Generation 12 open-enrollment charter schools had highest percentages of White and African American students (37% and 22%, respectively) and the lowest percentages of Asian and Hispanic students (2% and 38%, respectively). Finally, Generation 13 open-enrollment charter schools had highest percentage of Hispanic students (56%) and the lowest percentage of White students (19%).

Differences in special populations existed between new open-enrollment charter schools and more established open-enrollment charter schools (Table 2.6a). New open-enrollment charter schools had lower percentages of economically disadvantaged (50% vs. 71%), special education (5% vs. 9%), and limited-English proficient (LEP) (7% vs. 15%) students. They also had a higher percentage of gifted and talented students (9% vs. 1%).

Table 2.6a. Open-Enrollment Charter School Student Demographic Information by Generation, 2008-09

Student Group	Generation 11 (n=4,441)	Generation 12 (n=2,238)	Generation 13 ^a (n=1,764)	Generations 11, 12, and 13 ^a (N=8,443)	Generations 1-10 (N=94,386)
Native American	0.6%	0.4%	0.2%	0.5%	0.3%
Asian	12.7%	2.4%	10.7%	9.5%	2.8%
African American	11.3%	21.8%	14.5%	14.7%	28.8%
Hispanic	51.6%	38.0%	55.7%	48.8%	51.4%
White	23.9%	37.4%	18.9%	26.4%	16.7%
Economically disadvantaged	45.4%	55.1%	54.6%	49.9%	71.2%
Special education	4.1%	6.9%	3.8%	4.8%	8.7%
Limited-English proficient	7.5%	8.9%	5.3%	7.4%	15.3%
Gifted and talented	10.3%	8.1%	6.9%	9.0%	1.3%

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

Campus Charter Schools

As with open-enrollment charter schools, differences in student racial/ethnic group categories existed between new campus charter schools and more established campus charter schools (Table 2.6b). The new schools had a higher percentage of Hispanic students (82% vs. 60%), a lower percentage of African American students (12% vs. 26%), and a lower percentage of White students (5% vs. 11%). Compared to the state averages of 14% African American, 48% Hispanic, and 34% White, new campus charter schools had a much higher percentage of Hispanic students (82%), a much lower percentage of White students (5%), and a lower percentage of African American students (12%).

Table 2.6b. Campus Charter School Student Demographic Information by Generation, 2008-09

Student Group	Generation 11 (n=2,992)	Generation 12 (n=1,042)	Generation 13 (n=5,079)	Generations 11, 12, and 13 (N=9,113)	Generations 1-10 (N=15,610)
Native American	0.1%	0.3%	0.1%	0.1%	0.1%
Asian	1.1%	6.9%	0.4%	1.4%	2.6%
African American	22.1%	16.2%	6.0%	12.4%	26.3%
Hispanic	74.4%	55.1%	91.2%	81.6%	60.4%
White	2.3%	21.5%	2.3%	4.5%	10.6%
Economically disadvantaged	91.0%	60.1%	86.7%	85.1%	80.0%
Special education	7.8%	0.9%	12.5%	9.6%	5.2%
Limited-English proficient	20.3%	1.0%	17.2%	16.4%	27.0%
Gifted and talented	11.3%	8.1%	5.9%	7.9%	11.6%

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Open-Enrollment and Campus Charter School Comparisons

Figure 2.2 shows that new open-enrollment charter schools had higher percentages of White (26% vs. 5%) and Asian (10% vs. 1%) students, and a somewhat higher percentage of African American (15% vs. 12%) students than new campus charter schools. However, new campus charter schools had a considerably higher percentage of Hispanic students (82% vs. 49%).

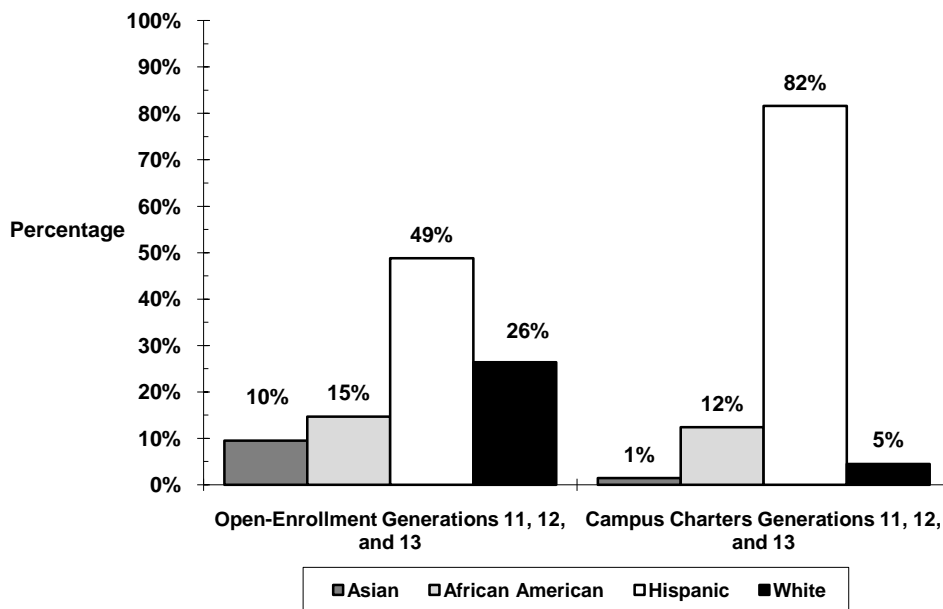


Figure 2.2. Ethnic distribution of Generations 11, 12, and 13 open-enrollment and campus charter schools, 2008-09.

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Note. N=8,443 for open-enrollment charter school students and N=9,113 for campus charter school students.

Figure 2.3 compares special student populations enrolled in new open-enrollment charter schools and new campus charter schools. New campus charter schools had a much higher percentage of economically disadvantaged students (85% vs. 50%), and higher percentages of LEP students (16% vs. 7%) and special education students (10% vs. 5%). The percentages of gifted and talented students were similar for the two classifications of charter schools (8% for the campus charters and 9% for the open-enrollment charters).

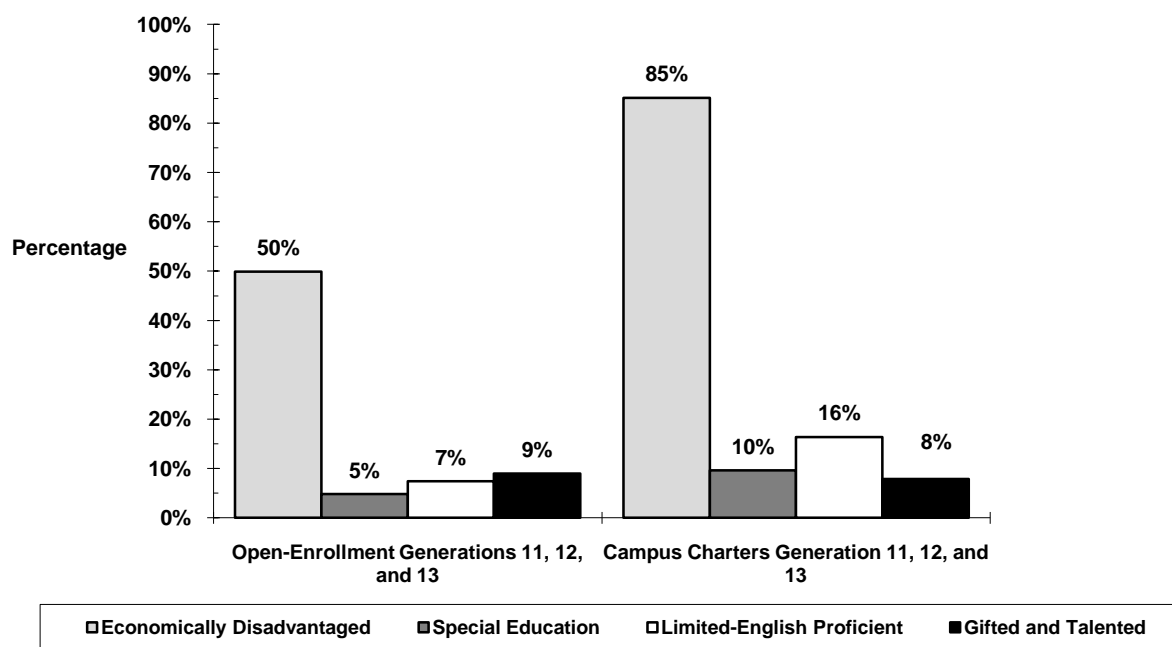


Figure 2.3. Special population percentages of Generations 11, 12, and 13 open-enrollment and campus charter schools, 2008-09.

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Note. N=8,443 for open-enrollment charter school students and N=9,113 for campus charter school students.

STAFF CHARACTERISTICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

This section reports statistics for staff working in new Generations 11, 12, and 13 open-enrollment and campus charter schools along with results for more established charter schools in Generations 1 through 10. Data aggregated across both types of charter schools are shown in Table G.5 in Appendix G.

Open-Enrollment Charter Schools

As presented in Table 2.7a, about 3% of staff was central administration for new open-enrollment charter schools, and 2% was central administration for more established open-enrollment charter schools. These percentages were higher than the state average of 1%. The percentage of staff that was campus administration was also higher than the state average. It was 7% for both new and more established open-enrollment charter schools. The state average was 3%. Because open-enrollment charter schools are generally smaller than most traditional public school districts, percentages of staff listed as administrators would be greater than overall public school averages, given economies of scale.

The range of average central administrator salaries varied considerably; however, readers are advised that the small number of charter schools included in each generation means that salaries in a single school may have had a notable effect on average outcomes. Salaries ranged from only \$31,700 for Generation

13, to \$51,700 for Generation 12, to \$94,800 for Generation 11 charter schools. The average salary for central administrators in more established open-enrollment charter schools was \$86,500, while the state average was \$85,300. Campus administrator salaries ranged from \$53,700 for Generation 13, to \$58,900 for Generation 12, to \$69,500 for Generation 11. The average salary for campus administrators in more established open-enrollment charter schools was \$56,800, while the state average was \$68,900. There was less variation in open-enrollment charter school teacher salaries. Teacher salaries ranged from \$41,800 in Generation 13 to \$41,200 in Generation 11 to \$36,100 in Generation 12. The average teacher salary for new open-enrollment charter schools (\$39,600) was similar to the average teacher salary for more established open-enrollment charter schools (\$39,400). The state average teacher salary was about \$47,200.

The average number of staff and teacher full-time equivalents (FTEs) was smallest in Generation 13 open-enrollment charter schools (15 and 12, respectively), larger in Generation 12 (19 and 15, respectively), and largest in Generation 11 (27 and 24, respectively). Overall, the average number of staff and teacher FTEs was similar for all new open-enrollment charter schools (Generations 11, 12, and 13) (21 and 17, respectively) and charters schools in Generations 1 through 10 (20 and 15, respectively). The percentage of school staff who are teachers was greater in new open-enrollment charter schools than in more established schools (83% vs. 74%). New open-enrollment charter schools had a student-teacher ratio that was essentially the same as the state average (14.5 vs. 14.4), but less than that of more established charter schools in Generations 1 through 10 (15.6).

Table 2.7a. Open-Enrollment Charter School Staff Characteristics by Generation, 2008-09

Staff Characteristic	Generation 11		Generation 12		Generation 13 ^a		Generations 11, 12, and 13 ^a		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Central administration ^b	11	0.9%	11	3.1%	10	4.0%	32	2.5%	405	2.2%	1.0%
Campus administration ^b	11	6.6%	11	9.4%	10	6.3%	32	7.2%	405	6.8%	2.8%
Average central administrator salary ^b	5	\$94,762	5	\$51,712	6	\$31,695	16	\$57,659	358	\$86,516	\$85,305
Average campus administrator salary ^c	10	\$69,526	11	\$58,886	9	\$53,660	30	\$60,865	344	\$56,764	\$68,891
Average teacher salary ^c	10	\$41,198	11	\$36,092	10	\$41,792	31	\$39,578	386	\$39,357	\$47,159
Average staff FTE ^{c,d}	11	27.3	11	18.7	10	15.2	32	20.6	404	20.2	54.7
Average teacher FTE ^{c,e}	11	24.3	11	14.5	10	12.1	32	17.1	404	14.9	40.3
Teachers ^{c,f}	11	89.1%	11	77.6%	10	79.3%	32	83.2%	404	73.7%	72.9%
Students per teacher ^c	10	15.2	11	14.8	10	13.7	31	14.5	296	15.6	14.4

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes: Charter school personnel percentages were based on full time equivalent counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

^b2009 TEA AEIS district staff statistics file.

^c2009 TEA AEIS campus staff statistics file.

^dAverage staff full time equivalent (FTE) count.

^eAverage teacher full time equivalent (FTE) count.

^fPercentage of a school's staff (teachers, support personnel, administrators, and aides) that are teachers (in FTE units).

Campus Charter Schools

Table 2.7b presents similar findings for campus charter schools and indicates that approximately 1% of staff was central administration for new (Generations 11, 12, and 13) and more established (Generations 1 through 10) campus charter schools. This percentage was the same as the state average and lower than the percentages of central administration for new (3%) and more established (2%) open-enrollment charter schools. The percentage of staff that was campus administration was 3% for both new and more established campus charter schools. This was the same as the state average and lower than the 7% campus administration for new and more established open-enrollment charter schools.

Average central administrator salaries for new (\$87,400) and more established (\$91,700) campus charter schools were higher than the state average of \$85,300. Similarly, average campus administrator salaries for new (\$76,700) and more established (\$77,700) campus charter schools were higher than the state average of \$68,900. Average teacher salaries for new (\$48,100) and more established (\$48,800) campus charter schools were also higher than the state average of about \$47,200. Average teacher salaries for new and more established campus charter schools were about \$9,000 higher than teacher salaries for new and more established open-enrollment charter schools. Generally speaking, there was much less variation in the salaries of campus charter school administrators and teachers, both across generations and between campus charters and traditional district schools, than there was for open-enrollment charter schools. The lack of variation reflects campus charter schools' close relationship to traditional districts, which set administrator and teacher compensation schedules.

The average number of staff and teacher FTEs was smallest in Generation 12 campus charter schools (16 and 14, respectively), larger in Generation 11 (32 and 22, respectively), and largest in Generation 13 (54 and 37, respectively). Overall, the average number of staff and teacher FTEs was smaller for new (27 and 20, respectively) than more established (32 and 24, respectively) campus charter schools. The percentage of teaching staff was similar in new (77%) and more established (75%) campus charter schools. New as well as more established campus charter schools had student-teacher ratios (17.2 and 17.4, respectively) that were greater than the state average of 14.4.

Table 2.7b. Campus Charter School Staff Characteristics by Generation, 2008-09

Staff Characteristic	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Central administration ^a	8	0.7%	5	0.9%	10	0.7%	23	0.7%	48	0.6%	1.0%
Campus administration ^a	8	2.5%	5	2.6%	10	2.5%	23	2.5%	48	2.6%	2.8%
Average central administrator salary ^b	8	\$87,182	5	\$86,365	10	\$88,036	23	\$87,376	48	\$91,678	\$85,305
Average campus administrator salary ^b	8	\$74,316	4	\$85,418	7	\$74,356	19	\$76,668	25	\$77,746	\$68,891
Average teacher salary ^b	8	\$49,048	4	\$47,332	7	\$47,461	19	\$48,102	27	\$48,818	\$47,159
Average staff FTE ^{b,c}	8	32.0	4	16.2	7	53.6	19	26.5	27	31.8	54.7
Average teacher FTE ^{b,d}	8	22.3	4	13.7	7	37.4	19	20.4	27	23.9	40.3
Teachers ^{b,e}	8	69.6%	4	84.5%	7	69.8%	19	77.0%	27	75.1%	72.9%
Students per teacher ^b	8	17.0	4	17.3	7	17.2	19	17.2	27	17.4	14.4

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes: Charter school personnel percentages were based on full time equivalent counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

^a2009 TEA AEIS district staff statistics file.

^b2009 TEA AEIS campus staff statistics file.

^cAverage staff full time equivalent (FTE) count.

^dAverage teacher full time equivalent (FTE) count.

^ePercentage of a school's staff (teachers, support personnel, administrators, and aides) that are teachers (in FTE units).

TEACHER CHARACTERISTICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

The following sections present teacher characteristics for open-enrollment and campus charter schools, respectively. Table G.6 in Appendix G presents similar information aggregated across both types of charter schools.

Open-Enrollment Charter Schools

Table 2.8a shows that new open-enrollment charter schools employed a lower percentage of minority teachers than more established open-enrollment charter schools (32% vs. 51%). New open-enrollment charter schools also employed a higher percentage of teachers having 5 or fewer years of experience (85% vs. 71%). Similarly, average years of teaching experience was less in new open-enrollment charter schools (4 years vs. 6 years), as was teacher tenure, a measure of how long the teacher has been employed in the district (1 year vs. 2 years). The percentage of teachers having advanced degrees was similar for new (17%) and more established (16%) open-enrollment charter schools. The teacher turnover percentage²⁰ was lower in new open-enrollment charter schools (38% vs. 41%).

²⁰The total FTE count of teachers from the fall of 2007-08 who were subsequently not employed in the district in the fall of 2008-09, divided by the total teacher FTE count for the fall of 2007-08. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover.
(<http://ritter.tea.state.tx.us/perfreport/aeis/2009/glossary.html>)

Table 2.8a. Open-Enrollment Charter School Teacher Characteristics by Generation, 2008-09

Teacher Characteristic	Generation 11		Generation 12		Generation 13 ^a		Generations 11, 12, and 13 ^a		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Minority teachers ^b	11	35.4%	11	22.2%	10	38.5%	32	32.3%	404	50.6%	31.8%
African-American	11	8.4%	11	9.9%	10	8.2%	32	8.8%	404	28.4%	9.7%
Hispanic	11	27.0%	11	12.3%	10	30.3%	32	23.5%	404	22.2%	22.1%
White	11	60.4%	11	73.5%	10	59.2%	32	64.0%	404	45.7%	66.7%
Teacher average years of experience ^b	10	3.0	11	3.3	10	5.2	31	3.8	386	5.5	11.2
Teacher tenure in years ^b	10	1.0	11	0.6	10	0.3	31	0.6	386	1.7	7.4
Beginning teachers	11	27.1%	11	34.8%	10	41.9%	32	32.6%	404	25.4%	7.3%
1-5 years experience	11	61.2%	11	50.2%	10	37.4%	32	52.7%	404	45.5%	30.5%
6-10 years experience	11	6.0%	11	8.3%	10	10.5%	32	7.7%	404	14.8%	20.0%
11-20 years experience	11	3.7%	11	4.8%	10	4.9%	32	4.3%	404	9.8%	23.7%
More than 20 years experience	11	2.0%	11	1.9%	10	5.2%	32	2.7%	404	4.6%	18.6%
Teachers with no degree ^c	11	1.6%	11	0.6%	10	0.7%	32	1.1%	405	3.4%	0.8%
Teachers with advanced degrees ^c	11	13.4%	11	17.3%	10	21.1%	32	16.5%	405	16.2%	21.4%
Teacher annual turnover rate ^d	10	34.1%	10	40.9%	ND	ND	20	37.5%	398	40.5%	14.7%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes. ND = No data. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

^aResults for Generation 13 open-enrollment charter schools include one university charter school.

^b2009 TEA AEIS campus staff statistics file.

^c2009 TEA AEIS district staff statistics file.

^dTeacher turnover rate for 2008-09 was based on the total FTE count of teachers from 2007-08. Because Generation 13 open-enrollment charter schools were not in operation in 2007-08, there is no data from the Generation 13 districts.

Campus Charter Schools

Table 2.8b shows that new campus charter schools employed a higher percentage of minority teachers than more established campus charter schools (64% vs. 50%). More established campus charter schools employed a slightly higher percentage of teachers having 5 or fewer years of experience (39% vs. 36%). Similarly, average years of teaching experience was greater in new campus charter schools (12 years vs. 10 years), as was teacher tenure (8 years vs. 7 years). The percentage of teachers having advanced degrees was similar for new (31%) and more established (29%) campus charter schools. The teacher turnover percentage was the same in new and more established campus charter schools (14%).

Table 2.8b. Campus Charter School Teacher Characteristics by Generation, 2008-09

Teacher Characteristic	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Minority teachers ^a	8	71.2%	4	20.4%	7	68.5%	19	63.6%	27	50.0%	31.8%
African-American	8	28.6%	4	2.4%	7	6.5%	19	14.0%	27	25.6%	9.7%
Hispanic	8	42.6%	4	18.0%	7	63.0%	19	50.6%	27	24.4%	22.1%
White	8	24.2%	4	76.0%	7	29.4%	19	32.7%	27	47.0%	66.7%
Teacher average years of experience ^b	8	11.8	4	9.5	7	12.2	19	11.5	27	10.1	11.2
Teacher tenure in years ^b	8	9.0	4	4.4	7	9.4	19	8.2	27	7.3	7.4
Beginning teachers	8	6.4%	4	8.2%	7	7.6%	19	7.2%	27	6.1%	7.3%
1-5 years experience	8	33.0%	4	25.2%	7	27.3%	19	29.1%	27	33.1%	30.5%
6-10 years experience	8	16.1%	4	32.3%	7	19.1%	19	19.5%	27	21.1%	20.0%
11-20 years experience	8	17.9%	4	20.4%	7	22.4%	19	20.5%	27	21.1%	23.7%
More than 20 years experience	8	26.6%	4	13.8%	7	23.6%	19	23.6%	27	18.6%	18.6%
Teachers with no degree ^b	8	0.5%	5	0.9%	10	0.4%	23	0.5%	48	0.5%	0.8%
Teachers with advanced degrees ^b	8	30.4%	5	28.7%	10	31.7%	23	30.7%	48	29.1%	21.4%
Teacher annual turnover rate ^b	8	13.4%	5	14.0%	10	13.7%	23	13.6%	48	13.5%	14.7%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Note. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

^a2009 TEA AEIS campus staff statistics file.

^b2009 TEA AEIS district staff statistics file.

Open-Enrollment and Campus Charter School Comparisons

Figure 2.4 compares teacher characteristics of new open-enrollment and campus charter schools. The percentage of minority teachers was higher in new campus charter schools (64% vs. 32% [state average of 32%]). In addition, the percentage of teachers with advanced degrees was higher in new campus charter schools (31% vs. 17% [state average of 21%]). However, the percentage of beginning teachers was higher in new open-enrollment charter schools (33% vs. 7% [state average of 7%]). The teacher turnover percentage was also higher in new open-enrollment charter schools (38% vs. 14% [state average of 15%]).

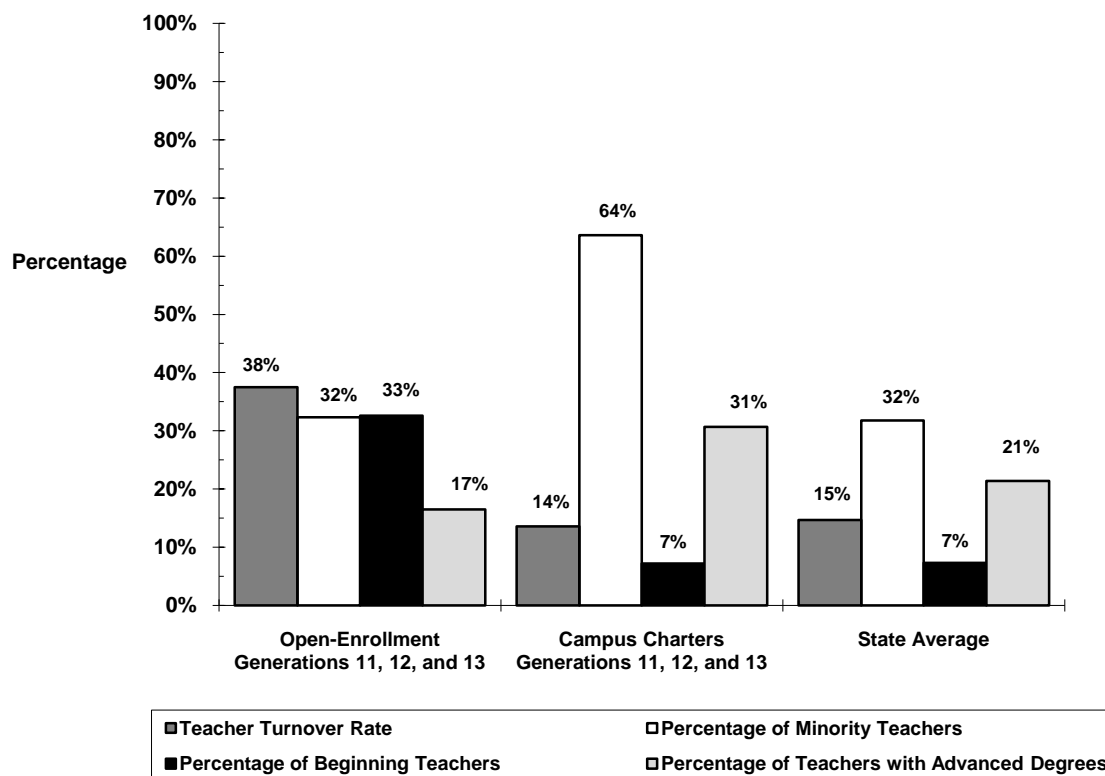


Figure 2.4. Selected teacher characteristics of Generations 11, 12, and 13 open-enrollment and campus charter schools, 2008-09.

Sources: Texas Education Agency 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file.

Note. (N=32) for open-enrollment charter school teachers and (N=19) for campus charter school teachers.

SUMMARY

Comparisons of the charter school characteristics described in this chapter may be framed in a variety of ways, including comparisons of new and more established charter schools, general comparisons of open-enrollment and campus charters, as well as comparisons of *new* open-enrollment and *new* campus charters. As noted throughout this chapter, there were some general differences between new and more established charter schools. Compared to more established charter schools, a higher percentage of new charter schools were campus charters, and a lower percentage of new charter schools were alternative education campuses. New charter schools enrolled proportionately more students at Grades 2 through 8 and proportionately fewer students at Kindergarten, Grade 1, and Grades 9 through 12. Finally, the percentage of African American students was higher in more established charter schools, the percentage of Hispanic students was higher in the new charter schools, and the percentage of White students was similar in the new and more established charter schools.

In addition, the chapter identified general differences between campus and open-enrollment charter schools. Campus charter schools tended to have larger student enrollments, on average, than open-enrollment charter schools. Campus charter schools also had lower percentages of central and campus administrators, employed more experienced teachers, and offered higher salaries than open-enrollment charter schools. These differences likely result from district support for campus charter school operations.

Finally, the chapter found differences between *new* open-enrollment charters and *new* campus charters. New open-enrollment charter schools had higher percentages of White, African American, and Asian students. However, new campus charters had a considerably higher percentage of Hispanic students. New campus charter schools had higher percentages of LEP and special education students, and a much higher percentage of economically disadvantaged students. New campus charters also had higher percentages of minority teachers and teachers with advanced degrees. In contrast, new open-enrollment charters had a higher percentage of beginning teachers and a higher teacher turnover rate.

CHAPTER 3

NEW CHARTER SCHOOLS USE OF CHARTER SCHOOL PROGRAM (CSP) GRANT FUNDS

One of the central purposes of the Evaluation of New Texas Charter Schools is to understand how new charter schools use federal CSP grant funds to implement and support their programs (Research Question 1). The CSP system of grants has been in place since 1994,²¹ providing funding in support of the “planning, program design, and initial implementation of charter schools” (USDE, 2004, p. 2). CSP grants are awarded to state education agencies, which, in turn, award subgrants to approved charter schools. CSP funds may be used for post-award planning and design of the educational program, as well as for initial implementation of a charter school. However, CSP funds may not be used to purchase facilities. Beyond limitations on the use of CSP funding for capital outlay, charter schools have substantial flexibility in their use of CSP funds to support program goals. For example, CSP funds may be used to purchase equipment and educational materials, support payroll, implement instructional programs, and so on.

Previous comparisons of the expenditure patterns of Texas’ campus and open-enrollment charter schools have indicated that campus charter schools allocate their expenditures differently, and tend to spend their resources in a manner that is more consistent with traditional districts (TCER, 2008). Campus charter schools’ accounting structures tend to look like those of traditional districts, and because campus charters receive district support for facilities maintenance and operation, they are able to devote more resources to instruction than open-enrollment charters. Comparisons of the CSP expenditures of campus and open-enrollment charter schools also reveal differences in the spending patterns, which, for the most part, reflect the differences in the start-up resources available to each type of school.

The first interim report of the Evaluation of New Texas Charter Schools (TCER, 2009) used analyses of spending data from the PEIMS database for the 2000-01 through 2006-07 school years to find that both open-enrollment and campus charter schools used the largest share of CSP funds to support instruction, though campus charters were able to devote more funds to instruction than their open-enrollment charter counterparts. Results indicated that open-enrollment charter schools spent proportionately more of their CSP funding on issues related to plant maintenance and operations, as well as general administration, which is likely a reflection of district support for campus charters.

As an update to the first interim report, this chapter builds on the first interim report’s findings, expanding to examine trends in open-enrollment and campus charter schools’ use of CSP funding across 8 school years (2000-01 through 2007-08). Across this time, TEA’s application requirements for CSP funding did not require that applicants budget in terms of planning and program design costs and implementation costs,²² and PEIMS financial reporting does not identify CSP funds expended for program planning or for program implementation. This creates limitations for the analyses presented in this chapter because it is not possible to identify how new open-enrollment charter schools use CSP planning and program design funds relative to their use of CSP implementation funds. Instead, researchers examine open-enrollment charter schools’ aggregate use of CSP funding across the years in which funds were expended.

²¹The CSP system of grants was first authorized in 1994 under Title X, Part C of the Elementary and Secondary Education Act of 1965. The CSP was amended by the Charter School Expansion Act of 1998 and by the No Child Left Behind Act of 2001.

²²Beginning with the 2008-09 cycle of CSP grant awards (Generation 13 charter schools), TEA required that grant applicants budget CSP funding in terms of (1) planning and program design and (2) program implementation.

Since campus charter schools did not participate in planning grants across the 8-year period considered by the chapter, their data only reflect implementation expenditures. Additionally, campus charter expenditure data typically differ from open-enrollment data, which is reflective of the different contexts in which they operate. Campus charters often access certain services from the districts in which they reside (facilities, plant maintenance, and administration functions, for example) so their expenditures in these areas will often be lower than in their open-enrollment charter counterparts.

METHODOLOGY

This chapter examines Texas charter schools' use of CSP grant funds and relies on PEIMS financial data from the 2000-01 through the 2007-08 school years. The analyses presented in this chapter are averages across the charter school campuses expending CSP funds in 2007-08 and across school years for 2000-01 through 2006-07. Because the evaluation's first interim report (TCER, 2009) provided data disaggregated by individual school year for the years 2000-01 through 2006-07, this chapter primarily focuses on presenting findings for the 2007-08 school year compared to a combined average of the prior years in order to examine the extent to which expenditure patterns may have changed since the last evaluation report. Analyses consider the overall use of CSP funds by open-enrollment and campus charter schools, as well as charter schools' use of funds across expenditure categories established by Texas' system of public school financial reporting. Given the relatively small number of charter schools reporting CSP expenditures each school year, it is important to note that a single charter school may substantially affect the overall average for a given year. The final evaluation report (fall 2010) will extend analyses to include PEIMS financial data for the 2008-09 school year. All charter schools that used CSP funds within a given year are included in an analysis, which means that findings are not limited to Generation 11, 12, and 13 charter schools. The inclusion of all charter schools enables a broader examination of trends in schools' use of CSP funding.

OVERVIEW OF THE USE OF CSP FUNDS BY TEXAS CHARTER SCHOOLS

The sections that follow provide an overview of open-enrollment and campus charter schools CSP expenditures over the time period spanning the 2000-01 to 2007-08 school years. Results include the number of schools reporting CSP expenditures, total expenditures, and average expenditures by school year.

Open-Enrollment Charter Schools

Overall, open-enrollment charter schools have spent a total of almost \$51 million over the 8-year time period between 2000-01 and 2007-08. Average expenditures per open-enrollment charter per year ranged from a low of \$47,746 in 2000-01 to a high of \$188,025 in 2001-02. In 2007-08, average expenditures per open-enrollment charter school (\$90,663) were lower than the prior 6 years (see Table 3.1).

Table 3.1. Number of Open-Enrollment Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter School by School Year

School Year	Number of Open-Enrollment Charter Schools Reporting CSP Expenditures	Total CSP Expenditures	Average CSP Expenditures per Charter School
2000-01	74	\$3,533,212	\$47,746
2001-02	105	\$19,742,615	\$188,025
2002-03	48	\$6,874,935	\$143,228
2003-04	48	\$6,760,288	\$140,839
2004-05 ^a	30	\$4,016,954	\$133,898
2005-06 ^a	31	\$3,296,545	\$106,340
2006-07	27	\$3,961,457	\$146,721
2007-08	28	\$2,538,571	\$90,663

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

^aResults include one university charter school.

Campus Charter Schools

The analysis of campus charter school CSP data is complicated by the fact that not all school expenditures are allocated at the campus level. Certain costs, such as central administration services and plant maintenance and operations, are allocated at the district level, and campus charter schools draw upon funds as needed. Other expenditures, such as staff salaries, are more clearly attributable to an individual campus. According to the Financial Accountability Resource Guide (FAR, 2008), “school districts are mandated to record payroll costs by campus level for educational personnel including professional and paraprofessional personnel where the cost is clearly attributable to a specific organization” (pp. 455-456). FAR further specifies that individuals clearly attributable to a campus include those that are “dedicated to the day-to-day operations of the campus (partially or fully) and... under the direct or indirect supervision of the campus principal” (pp. 455-456). FAR provides examples of the kinds of individuals that are likely to fall into that category, including classroom teachers, teacher aides, classroom assistants, librarians, principals, counselors, and social workers.

Table 3.2 presents data for campus charter schools across years and includes total expenditures, including funds spent at the district level (unallocated), as well as funds allocated to campus-specific expenditures (allocated). Results indicate that the number of campus charter schools spending CSP funds has generally increased from the early years of program implementation with 26 campuses reporting CSP expenditures in 2007-08. The average amount spent per campus was \$88,810 in 2007-08. This figure has varied from year to year, ranging from a low of \$81,774 in 2002-03 to a high of \$248,488 in 2004-05. Note that beginning in 2007-08, all campus charter CSP funding was allocated at the campus level. That is, no CSP revenue was spent on district-level activities.

Table 3.2. Number of Campus Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter by School Year

School Year	Number of Campus Charters Reporting CSP Expenditures	Total CSP Expenditures (includes unallocated funds)	Total CSP Expenditures Reported by Campuses (allocated funds)	Average CSP Expenditures per Charter Campus
2000-01	0	0	0	0
2001-02	3	\$534,486	\$351,801	\$178,162
2002-03	9	\$735,967	\$650,503	\$81,774
2003-04	18	\$4,408,437	\$3,797,205	\$244,913
2004-05	19	\$4,721,269	\$4,306,678	\$248,488
2005-06	27	\$2,392,209	\$2,359,223	\$88,600
2006-07	23	\$4,231,299	\$4,227,319	\$183,970
2007-08	26	\$2,309,063	\$2,309,063	\$88,810

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

ANALYSIS OF CSP GRANT SPENDING BY FUNCTION, OBJECT, AND PROGRAM CODES

Texas' financial reporting system organizes district expenditures in terms of function, object, and program codes. Generally speaking, function codes designate the general operational area in which funds are spent (e.g., instruction, transportation, central administration), object codes identify broad categories of items purchased by school districts (e.g., salaries, benefits, supplies and materials), and program codes delineate the specific program areas for which funds are used (e.g., special education or compensatory education). Readers seeking detailed information about the types of expenditures included in each function, object, and program code category may consult TEA's FAR available on the agency's website.²³ The following sections examine open-enrollment and campus charter expenditure patterns in terms of the three financial reporting codes. For each funding category, results present the proportion of CSP funds spent during the 2007-08 school year relative to the proportion of aggregated CSP funding spent across the 2000-01 to 2006-07 school years in that category.

Analysis of CSP Grant Spending by Function Code

FAR function codes enable the analysis of expenditures by general purpose, including instruction, central administration, and instructional materials. As some campus charter expenditures may be addressed at the district level, spending patterns by function vary between open-enrollment and campus charters. The sections that follow provide information about open-enrollment and campus charter schools' use of CSP funding by function code.

Open-enrollment charter schools. Historically, open-enrollment charter schools have spent a large proportion of their CSP funds on general administration. Table 3.3 shows that from 2000-01 through 2006-07, open-enrollment charter schools spent a total of 18% of all CSP dollars in the area of general administration. However, in 2007-08, the percentage of CSP funds spent on general administration was cut almost in half (9%). Rather than spending CSP dollars in the area of general administration, open-enrollment charter schools appear to have shifted funds to the area of school leadership. In 2007-08, open-enrollment charter schools spent 22% of all CSP dollars in the area of school leadership, compared to 6% for school years 2000-01 through 2006-07. School leadership expenditures relate to activities typically performed by campus principals, assistant principals, and other administrators. These expenditures are

²³TEA's *Financial Accountability Resource Guide* is available at http://www.tea.state.tx.us/index2.aspx?id=1222&menu_id=645.

directed toward the operation of the campus as opposed to general administration activities which are typically associated with the operation of the district.

Table 3.3. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Function Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08

Function	Prior CSP Spending (2000-01 - 2006-07) (N=363) ^{a,b}	2007-08 CSP Spending (N=28)
Community Services	2.34%	0.87%
Curriculum and Staff Development	2.45%	1.85%
Data Processing Services	3.02%	3.22%
Debt Service	0.14%	--
Extracurricular Activities	0.23%	1.56%
Facility Maintenance / Operations	19.63%	17.73%
Food Service	0.48%	0.77%
Fund Raising	0.06%	--
General Administration	18.40%	9.39%
Guidance Counseling and Evaluation Services	0.97%	0.65%
Health Services	0.42%	0.32%
Instructional Resources and Media Services	0.98%	0.52%
Instruction	42.49%	40.75%
Instructional Leadership	0.72%	--
Other Intergovernmental Charges	--	--
School Leadership	6.21%	21.85%
Security and Monitoring	0.27%	0.19%
Social Work Services	0.08%	--
Student Transportation	0.73%	0.32%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

^bResults include one university charter school reporting data across two school years.

Campus charter schools. Analyses of data for campus charter schools presented in Table 3.4 show a slight shift away from instruction, although the bulk of CSP dollars continue to be allocated to this area. The percentage of CSP dollars going to instruction dropped slightly from 85% in prior years to 81% in 2007-08. At the same time, campus charter schools increased CSP expenditures in the area of curriculum and staff development (increase from 8% to 16%). Campus charters still spend a significantly larger share of their CSP dollars on instruction than their open-enrollment charter counterparts (81% vs. 41%, see Table 3.3). Campus charters spend less in the area of facilities maintenance and operations (less than 1%) than open-enrollment charter schools (18%), which has been consistent across grant years. This likely relates to a greater need for these kinds of indirect expenditures among open-enrollment charter schools as compared to campus charter schools, possibly because some of these indirect costs are covered by campus charters' parent districts.

Table 3.4. Average Percentage of Campus Charter School Total CSP Expenditures by Function Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08

Function	Prior CSP Spending (2000-01 - 2006-07) (N=99) ^a	2007-08 CSP Spending (N=26)
Community Services	1.80%	0.32%
Curriculum and Staff Development	7.53%	15.55%
Data Processing	0.16%	--
Extra Curricular Activities	0.01%	--
Facility Acquisition and Construction	0.28%	--
Facility Maintenance / Operations	0.28%	0.98%
General Administration	1.21	--
Guidance Counseling and Evaluation Services	0.74%	0.01%
Health Services	--	0.02%
Instruction	84.86%	81.00%
Instructional Leadership	0.48%	0.58%
Instructional Resources and Media Services	0.79%	0.12%
School Leadership	1.60%	1.18%
Security and Monitoring	0.26%	0.23%
Social Work Services	--	--

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

Analysis of CSP Grant Spending by Object Code

Object codes enable the analysis of expenditure patterns across categories such as payroll, professional and contracted services, supplies and materials, other operating costs, debt service, and capital outlay. The sections that follow provide information about open-enrollment and campus charter schools' CSP expenditure patterns by object code.

Open-enrollment charter schools. Results presented in Table 3.5 show that the percentage of CSP funds going to professional and contracted services decreased by 8 percentage points (35% to 27%) and payroll is 4 percentage points higher in 2007-08 than in the prior combined years (31% to 35%).

Table 3.5. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Object Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08

Object Group	Prior CSP Spending (2000-01 - 2006-07) (N=363) ^{a,b}	2007-08 CSP Spending (N=28)
Payroll	30.52%	35.26%
Professional & Contracted Services	34.91%	26.55%
Supplies and Materials	30.77%	31.74%
Other Operating Costs	3.39%	5.00%
Debt Service	0.02%	0.00%
Capital Outlay	0.39%	1.46%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

^bResults include one university charter school reporting data across 2 school years.

Campus charter schools. By 2007-08, supplies and materials comprised 57% of CSP spending compared to only 20% for the prior years (see Table 3.6). At the same time, spending on professional and contracted services dropped from nearly half of CSP spending for prior years to just over 11% by 2007-08.

Table 3.6. Average Percentage of Campus Charter School Total CSP Expenditures by Object Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08

Object Group	Prior CSP Spending (2000-01 - 2006-07) (N=99) ^a	2007-08 CSP Spending (N=26)
Payroll	16.61%	9.33%
Professional & Contracted Services	49.71%	11.08%
Supplies and Materials	19.84%	56.68%
Other Operating Costs	3.23%	10.14%
Debt Service	0.00%	0.00%
Capital Outlay	10.61%	12.77%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

Analysis of CSP Grant Spending by Program Code

Program codes allow the examination of expenditure data within specific educational programs, such as accelerated and bilingual education. The sections that follow present information on open-enrollment and campus charter schools' use of CSP funding by program code.

Open-enrollment charter schools. In 2007-08, open-enrollment charter schools continued splitting the bulk of CSP dollars (96%) between basic educational services (39%) (this is the name given to the general education program in Texas and includes regular academic classes as well as advanced and college preparatory classes) and undistributed (56%), which means that the funds were not allocated to a specific program but were spent on activities and items that are used across various programs (see Table 3.7). This suggests that CSP dollars have been consistently spent on the general education program or overall operation of the school, rather than on particular programs, which aligns with the goals of the CSP grant.

Table 3.7. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Program Code: Prior Years (2001-01 Through 2006-07) vs. 2007-08

Program	Prior CSP Spending (2000-01 - 2006-07) (N=363) ^{a,b}	2007-08 CSP Spending (N=28)
Basic Educational Services	37.86%	39.48%
Gifted and Talented	0.06%	--
Career and Technology	0.40%	0.80%
Services to Students with Disabilities	2.32%	1.70%
Accelerated Education	1.36%	0.05%
Bilingual and Special Language Education	0.13%	0.80%
Non Disciplinary Alternative Education	--	--
Disciplinary Alternative Education Basic	--	--
Disciplinary Alternative Education Supplemental	--	--
Title I School-wide	0.12%	--
Athletics and Related Activities	0.08%	1.56%
Undistributed / No Program	57.68%	56.30%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Some program codes have been omitted because of small allocations. Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

^bResults include one university charter school reporting data across two school years.

Campus charter schools. In 2007-08, campus charter schools allocated 39% of CSP dollars to basic educational services, 52% to accelerated education, and 9% to bilingual or special language programs (see Table 3.8). Nine percent of CSP dollars were not allocated to a specific program but were spent on items and activities that are used across various program areas (undistributed). This is a significant proportional shift in the allocation of CSP dollars by campus charter schools toward the provision of accelerated instructional programs designed to assist students designated as educationally at risk (20% in prior years). A corresponding reduction in the proportion spent in the area of basic educational services is also shown (39% vs. 70%).

Table 3.8. Average Percentage of Campus Charter School Total CSP Expenditures by Program Code: Prior Years (2000-01 Through 2006-07) vs. 2007-08

Program	Prior CSP Spending (2000-01 - 2006-07) (N=99) ^a	2007-08 CSP Spending (N=26)
Basic Educational Services	69.55%	38.68%
Accelerated Education	19.92%	51.95%
Bilingual / Special Language	2.92%	--
Non-disciplinary Alternative Education Program	2.89	--
Undistributed	6.72%	9.37

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2007-08.

Notes. Totals may not equal 100%. Some program codes have been omitted because of small allocations.

Percentages are the proportion of funds spent in a particular category averaged across campuses.

^aThe number of respondents (N) represents the sum of the number of schools reporting data each year totaled across the 2000-01 to 2006-07 school years. If campuses reported CSP expenditures more than one year, they are counted in the number of respondents (N) more than one time.

SUMMARY

Patterns of CSP expenditures show many similarities for 2007-08 as compared to prior years, though some notable differences are evident. Instruction continues to account for the largest share of CSP dollars for both open-enrollment and campus charters, though campus charters continue to devote a larger share of CSP dollars to the area of instruction. This is likely due to the levels of support campus charters receive from the districts in which they operate. A larger share of campus charters' CSP dollars were allocated to the school this year, where larger shares of CSP dollars were held at the district level in previous years.

Campus charter data reflect a significant shift of funding away from the area of professional and contracted services and to the area of supplies and materials, as well as a shift away from general educational programming and toward programming for students at risk. Data for 2008-09 will indicate whether these shifts are temporary or reflect sustained changes in the way campus charters use CSP funds.

CHAPTER 4

GETTING STARTED: NEW CHARTER SCHOOL FOUNDERS, GOVERNING BOARDS, AND APPLICATION PROCESSES

Establishing a new charter school program requires a range of skills that combine expertise in finance, law, organizational management, and education. Because few individuals possess all of the knowledge necessary to successfully get a school started, many new charter schools are established through the combined efforts of individuals and entities that possess differing skill sets and expertise (Campbell & Grubb, 2008; Robelen, 2008). This chapter addresses how new charter schools get started, as well as the processes and practices that guide the planning of new charter schools using data collected from a set of seven Generation 13 charter schools included as evaluation case studies (Research Question 2). The chapter presents information about case study charter school founders and governing boards, and their efforts to involve the community in school planning. The chapter also discusses open-enrollment and campus charter school application processes and considers the challenges school founders may face in starting their programs. Because the chapter relies on information provided by a limited set of Generation 13 charter schools (i.e., case study charter schools), findings may not be representative of the experiences of all new charter schools operating in Texas. Readers are asked to recall that all case study charter schools and their related entities are identified using pseudonyms throughout the report.

DATA SOURCES

Findings presented in this chapter are drawn from data collected during site visits to seven Generation 13 charter schools conducted at three points during the 2008-09 school year. Researchers visited each charter school prior to the start of the school year (summer 2008), at the end of schools' first semester (fall 2008), and at the conclusion of the school year (spring 2009). A detailed discussion of the methodology for selecting case study charter schools, information about site visits activities, as well as an overview of each charter school program are included in Appendix A.

CHARTER SCHOOL FOUNDERS

The charter schools included as evaluation case studies were founded by entities and individuals with different backgrounds and expertise and with different goals for their charter school programs. These differences affected charter schools' start-up experiences in important ways. The sections that follow present information about how each case study charter school was established and how founders' knowledge of school operations affected schools' start-up experiences.

Charter Schools Founded by Non-Educators

Three of the seven Generation 13 charter schools included as evaluation case studies were founded by entities that reported little or no experience working in public education. One open-enrollment charter (West Ridge) was founded by a social services organization that provides support for families in poverty and a second open-enrollment charter (Cedar School) was founded by an entity operating a residential program for wards of the state. In both instances, founding entities sought to enhance and improve existing services by providing educational programs designed for the particular needs of their school-age clients. In addition, a case study campus charter (Self-Paced Charter High School, or SPCHS) was founded by administrators of a large inner-city church as a means to reduce the dropout rate by providing an alternative educational program for at-risk high school students. SPCHS founders operated the school under contract with an urban district.

Each of these charter schools received strong support from their founding entities in terms of start-up funding and assistance with facilities, but each also encountered substantial challenges resulting from founders' lack of experience in public education. For example, the founders of both West Ridge and the Cedar School assigned staff with no educational experience to act as school superintendents, and problems quickly arose because the superintendents lacked knowledge of the legal, regulatory, and reporting requirements for public education. Interview respondents at one school said their superintendent was unclear about the appropriate use of education funding and that difficulties emerged in keeping school budgets separate from the budgets used for operating social service programs. In both schools, superintendents' lack of educational expertise created tension among faculty and staff, and both superintendents resigned before the end of the first semester, which created additional management challenges. Remaining administrators at the Cedar School said the superintendent's departure taught them that school managers needed to have experience working in education:

[The loss of the superintendent] was huge, but I think we've learned from it. I think I would be able to describe the person that needs to be in that job, not diminishing [the former superintendent] at all... It comes into play that residential is so different from educational... He had the residential background... but educationally, he had nothing. He didn't know TEA, he didn't know PEIMS, he didn't know finance... [but] I'm sure we'd be challenged on the other side if we brought someone that was educational and not residential.

While SPCHS founders did not assign church staff to oversee operations, the school experienced a range of challenges to its early implementation that one administrator described as "unforeseen, underestimated, and miscalculated." School administrators said that founders lacked expertise in many of the operational and instructional challenges they experienced, and school staff relied on the school's parent district and one another for support.

Expansions of Established Charter School Programs

Two case study open-enrollment charter schools (Canyon Academy and Viewpoint Academy) are extensions of established charter school programs. Viewpoint is one of five charter schools operated by a charter network with more than 10 years experience operating Texas charter schools, and Canyon Academy is one of three schools operated by Horizon School System (HSS), a charter school network that partners with another larger system of Texas charter schools to share resources, training, and expertise. The founders of both schools had substantial experience in establishing and operating new charter schools, and both Canyon and Viewpoint began operations with administrators who had experience working in public school environments. Founding entities supported the new schools by locating and renovating facilities, recruiting staff and students, and providing training and support for new administrators. In addition, both founders had processes and programs in place to train and support new teachers, assist with curriculum development, and streamline state reporting requirements.

Educator Founded Charter Schools

Two case study charter schools (Columbus Charter School and Bluebonnet State University [BSU] Charter School) were founded by educators seeking greater control over their academic programs, and both began operations as conversion campus charter schools. Columbus Charter School converted to charter school status as a means to avoid district efforts to consolidate under-enrolled schools. As a traditional district school, Columbus was limited in its ability to recruit students to the school's popular dual language program because of the district policies limiting enrollment to students living within schools' geographically-defined attendance zones. The district's charter schools, however, were not limited by attendance zones, and when Columbus' converted to a charter school, it was able to fill its classrooms by attracting students from across the district. Columbus experienced few challenges as a

result of its reconfiguration. It retained its teachers, curriculum, and students, as well as district support for school operations.

Although BSU Charter School was reconfigured as a Generation 13 university charter, it was initially chartered as a campus charter school in 1998. BSU was a partner in the campus charter school and played a strong role in instructional decisions. BSU also used the campus charter as a lab environment for college students preparing to become elementary school teachers. However, when the university received funding to build a state of the art research facility devoted to the study of early childhood development, it sought to take over the charter school to ensure university control of school operations.²⁴ Although BSU Charter School gained increased support from the university when it became a university charter school, it lost the support of the local school district, which created challenges for school staff. Many of the responsibilities that had previously been managed by the school district's central administration, such as complying with requirements for special education services; managing federal programs, such as free- and reduced-price lunches; and completing PEIMS reporting requirements, now had to be addressed by charter school administrators.

BSU school administrators participated in training offered by their regional ESC; however, ESC training addressed topics that were applicable to both traditional district and charter schools, such as PEIMS reporting, but did not address matters specific to charter schools. Administrators asked for assistance from TEA for charter-specific issues, but experienced difficulty obtaining answers to questions particular to the needs of university charters, rather than those of open-enrollment or campus charter schools.

NEW CHARTER SCHOOL BOARDS

While most traditional district schools in Texas are overseen by elected school boards, the boards of open-enrollment and university charter schools are selected by charter school founders. The TEC establishes that governing boards are responsible for the “management, operation, and accountability” of open-enrollment and university charter schools and limits service on charter boards to individuals meeting certain criteria in terms of their criminal backgrounds, employment, and potential for conflicts of interest (TEC §§ 12.120-21). Further, the application requirements for open-enrollment and university charter schools require that school founders describe the processes for selecting and removing board members ((TEC §§ 12.111[a][8][C])). In contrast, campus charter schools are operated “in the form and substance of a written contract” between the school’s chief officer and the president of the district’s governing board, and the district board retains legal responsibility for the school (TEC §12.060).

Open-Enrollment and University Charter School Governing Boards

The sections that follow provide information about how case study open-enrollment and university charters established their boards and the roles board members played in starting the schools. Campus charter schools are not included in the discussion because they are overseen by the governing boards of their parent districts.

Open-enrollment charter schools. Both West Ridge Charter School and the Cedar School were founded by social service agencies that expanded to provide education services. In both instances, individuals from the parent social service agency were selected to serve on the agency’s respective charter school board. West Ridge’s parent agency is overseen by a 40-member board, of which five members comprise the charter school board. The Cedar School’s board is made up of four board members from its parent social

²⁴According to university administrators, the local school district perceived the move as “a blessing,” even though the district would lose its per-pupil funding for those students who remained in the restructured school. University administrators explained that the district’s loss of per-pupil funding was outweighed by the reduction in district expenses when the costs of operating the small charter school were taken over by the university.

services entity, as well as three representatives from the local community. Both boards are active in their respective schools, providing assistance with facilities issues, contract approvals, and ongoing fundraising activities.

Both Viewpoint Academy and Canyon Academy operate as part of charter school networks, and each school's board is linked to its respective network governance structure. Viewpoint is one of several charter schools operated by the Hidden Valley Learning Group (HVLG), which has a two-tiered governance structure for its schools. HVLG has a nine-member board that oversees centralized network functions, and each school has its own local board that oversees school specific issues, including finance and strategic planning. Viewpoint's board is made up of one member of the HVLG board (to ensure school compliance with HVLG's mission), as well as two individuals with ties to the local community. Viewpoint's local board members located school facilities and provide ongoing assistance with campus-level decision making. Similar to Viewpoint, Canyon Academy is part of the HSS network of schools, and is overseen by HSS's five-member board, several of whom work in area universities. Unlike Viewpoint, Canyon Academy does not have a separate school-specific board; however, the HSS network board facilitated the school's founding. HSS board members provided assistance in writing the charter application and locating school facilities.

BSU Charter School. When BSU Charter School operated as a district campus charter school, its board was composed of district staff, university faculty, as well as parent and community members. When the school restructured as a university charter, it retained all of its board members except those who were traditional district staff. The school's current board is organized around positions associated with the charter school. The dean of the BSUs College of Education is the board president, and the charter school's director is a non-voting member of the board. The board also includes the university's department chair in Elementary Education, a representative from the charter school's faculty, as well as a parent and a community representative. The board works closely with the school's director to ensure alignment between the charter school and the university's teacher preparation program. The board also provides input on curricular decisions and has final approval in the school's hiring processes.

OPEN-ENROLLMENT AND UNIVERSITY CHARTER SCHOOL APPLICATION PROCESSES

The application processes for open-enrollment and university charter schools are overseen by TEA and applications are approved by the SBOE. Because Texas limits the number of open-enrollment charters to 215, applications for open-enrollment charters are competitive.²⁵ However, applications for university charters are not subject to the state cap and are non-competitive. While both types of charters are required to complete similar application materials, the application review process differs somewhat for open-enrollment applicants in order to ensure fairness in the competition for the state's limited charter slots. The following sections describe application and review requirements and case study charters' experiences completing the state's application processes.

The Application Process

At least one member of the governing board of entities sponsoring prospective university and open-enrollment charter schools is required to attend an information session hosted by TEA prior to beginning the application process, generally in fall or winter. The session provides an overview of application processes, requirements, and deadlines, as well as an opportunity for attendees to ask questions specific to their application plans. Application materials are submitted to TEA in February and must include a statement of need for the school and its vision, as well as descriptions of the school's educational plan,

²⁵Existing open-enrollment charter schools may expand to open additional campuses with TEA approval. For this reason the number of open-enrollment charter campuses in Texas exceeds the cap on the number of open-enrollment charters granted.

student goals, admissions policy, level of community support, governance structure, geographic boundaries (attendance), business plan, and plans to address special needs students (e.g., English language learners, or ELLs). In addition, applications must include biographical information about governing board members, an organizational chart, documentation of funding sources, start-up and first year budgets, audit information, documentation of facilities (e.g., lease agreements or property deeds), materials documenting and summarizing a public hearing addressing the founding of the charter school, as well as documentation that nearby traditional districts have been notified of founders' intent to open a new school that may draw away enrollment (impact statements). TEA staff review applications to ensure completeness, and may request additional information or clarification from applicants.

Review Processes

Complete applications for open-enrollment charters are forwarded to an external review panel appointed by the commissioner of education, which rates applications using a point system. Applications that receive a minimum of 150 out of 200 possible points are reviewed by TEA a second time to ensure applications meet SBOE legal and regulatory requirements. Applications that pass TEA's second review receive interviews with an SBOE committee charged with the approval of charter schools, which approves or denies the charter. If the SBOE has questions about the level of community support for a charter, it may schedule an optional public hearing to determine support for the proposed school. Although the application process for university charters is nearly identical to that of open-enrollment charters, university charter applications are not subject to external review. Instead, TEA staff ensure compliance with SBOE legal and regulatory requirements during the initial application review. TEA staff present their reviews of applications to the SBOE committee that interviews applicants and awards charters. As with open-enrollment charters, university charter applicants are subject to provisions allowing an optional public hearing to ensure community support.

The Application Experiences of Case Study Open-Enrollment and University Charter Schools

Each of the open-enrollment and university charter schools included as evaluation case study sites experienced challenges completing charter application processes. In most cases, challenges arose from difficulties in identifying required information and lack of guidance in the application process. The sections that follow summarize the comments of case study charter school founders and staff in the charter school application process.

Open-enrollment charter schools. Across open-enrollment charter schools included as evaluation case studies, charter school applications were completed by board members of founding entities, and in some cases, school administrators also assisted with applications. During interviews, board members and administrators in nearly all schools described challenges in the application process. Interview respondents said application requirements were "unclear," "cumbersome," and "convoluted," explaining that it was challenging to find necessary information about application requirements timelines and due dates. "It's almost as if they wrote rules at the beginning when they [first] had charters, and they added rules, and they didn't go back and check the old rules to make sure everything made sense," explained a charter school board member. Applicants with prior experience in the process (i.e., Viewpoint Academy and Canyon Academy) had fewer difficulties, but were frustrated by recent changes that required increased documentation and extensive revisions.

University charter school. Although BSU Charter School had been operating as a campus charter for 10 years, the university was required to apply for authorization to operate the school as a university charter. In order to facilitate the application process, BSU Charter School administrators and board members visited an established Texas university charter school to discuss application procedures and start-up challenges in the early stages of their planning. The established school shared its application materials,

which served as a model for BSU's application. In addition, BSU Charter School received support from the university's budget office, grant office, and legal counsel in completing the application. The school also employed the services of a consultant with expertise in school financial matters to assist in developing the charter school's budget. Noting the extensive resources provided by BSU, charter school administrators and board members questioned how new charter schools without such support get started. They explained that the complex application process, the lack of guidance regarding application requirements specific to university charters, as well as the absence of seed money were substantial barriers that BSU Charter School was able to overcome only with the support of the university.

CAMPUS CHARTER SCHOOL APPLICATION PROCESSES

As discussed in chapter 1, the authorization processes for campus charter schools are controlled by individual school districts, and each district creates its own application requirements. A campus charter school may be formed (1) when an existing traditional district school elects to *convert* to charter school status, (2) through a *contract* between a school district and an educational service provider, or (3) as a separate educational *program* operating within a school (e.g., a school within a school). Campus charter schools included as case study sites for the evaluation include a conversion charter (Columbus School) and a charter school operated under contract between a traditional school district and an external education service provider (SPCHS). The sections that follow describe how each school obtained its charter.

Charter School Conversion

In order to convert to campus charter school status, an existing district school must complete district application requirements and present a petition requesting conversion to the district's governing board. The petition must be signed by a majority of the schools' teachers and parents and the board may not arbitrarily deny the conversion request. When faced with the possibility of closure due to district efforts to consolidate schools with low enrollments, Columbus School administrators established a campus leadership committee made up of school administrators, teachers, and parents, as well as community members to discuss the possibility of conversion. Once the committee decided to apply for charter school status, they obtained the parent and teacher signatures needed to petition the district's board, and committee members worked together to write the application. The committee met monthly throughout the fall and winter of 2007 to develop the school's instructional program and to advise administrators and teachers on the conversion process. Local neighborhood associations wrote letters to the district in support of the conversion. Local businesses donated funds used to purchase land adjacent to the campus to enable the school to set up portable buildings to accommodate the expansion of Columbus' elementary program to include middle school students. School administrators presented Columbus' plan for conversion to board members during a spring 2007 board meeting and the school's application was approved.

Contract Charter Schools

Independent educational service providers may apply to operate a campus charter school through district contracting arrangements. Districts establish their own application, management, and operation policies for contract charter schools, and the urban district in which SPCHS operates maintains an arm's length relationship with its contract vendors. The district does not provide facilities for contract charters, although it will lease or sell facilities to its vendor partners, and because contract charters do not receive facilities funding, vendors must use their own resources to pay for facilities. Teachers employed in the district's contract charters are employees of the contract vendor, which establishes salary schedules and benefits, and are not eligible to become members of the region's teachers' organization. The district also does not provide substitute teachers. Contract charter administrators and teachers may participate in

district-provided professional development, although vendors are required to pay a fee for many trainings. The district charges its contract charters for district provided management and operational support, such as law enforcement personnel and technical support. Oversight of reporting requirements, such as PEIMS and the Americans with Disabilities Act (ADA), and management of safety concerns are provided by the district without cost.

For-profit or non-profit vendors seeking to contract with the urban district must approach the district with their plan for a charter school program, and then complete an application. Applications are reviewed by a district department charged with oversight of contract charter schools. During interviews in spring 2009, department administrators explained that they review applications to ensure that the proposed charter addresses the needs of urban students, and that the district seeks to contract with vendors focused on potential high school dropouts. Once the application review process is complete, vendors present their applications to the district's governing board for approval. Approved contracts are awarded for an initial 2-year period. If the school is not meeting its goals at the end of 2 years, the district may terminate the contact and close the school. The district does not limit the number of contract charters it will authorize, but gauges approval of contracts on schools' financial feasibility and ability to attract enrollment.

In preparing SPCHS' charter application, the pastor of the inner-city church sponsoring the school worked with parents and community members to develop a plan for a secular educational program that would provide an alternative for urban high school students at risk of dropping out. Once the school's mission and initial plans were established, a church executive completed the district's charter application and presented it to the district's governing board. Some of the district's traditional high school administrators initially objected to SPCHS, arguing that the new school would reduce their enrollments and their per-pupil revenues. To address concerns, church officials held information meetings with district administrators, providing assurance that SPCHS would be a small school designed for at-risk students. The efforts reassured district staff and the district's governing board approved the charter.

SUMMARY

The Generation 13 charter schools included as evaluation case studies were founded by entities with different areas of expertise, and schools' start-up experiences were strongly influenced by their founders' backgrounds. For example, case study charters founded by educators and entities that operated other charter programs benefitted from founders' backgrounds and knowledge of charter school operations. In contrast, charter schools founded by entities without educational backgrounds reported experiencing notable challenges resulting from founders' lack of experience working in public education.

Most of the case study charter schools made efforts to include the community in the process of founding the school. Community members participated in planning meetings and petitions to district governing boards (campus charter school conversion), and the governing boards of nearly all case study charters included community representatives.

New charter school governing boards generally sought to include the range of individuals and interests reflected in the school. New charter schools that were founded as extensions of existing charter networks were overseen by the network's governing board or shared board members with the founding network. Similarly, both of the charter schools founded by social service entities had board members that also served on the board of their respective social service organization. In addition, charter schools included parent, teacher, and community representatives on their boards, and the BSU-founded charter school included university faculty on its board.

Open-enrollment and university charter schools complete application processes overseen by TEA and are authorized by the SBOE, and all case study charter schools authorized in this way described challenges in the process. Generally speaking, challenges arose from difficulties in obtaining timely and accurate

information. Founders noted that it was challenging to identify timelines and due dates for requirements and that it was difficult to discern which state requirements applied to charter schools and which did not. Campus charter schools complete authorization processes defined by their individual districts, and neither campus charter included as a case study for this evaluation identified any challenges in its application process.

CHAPTER 5

PUTTING THE PIECES IN PLACE: NEW CHARTER SCHOOL FACILITIES, AND RECRUITMENT OF STAFF AND STUDENTS

As discussed in chapter 1, many charter school founders struggle to obtain the resources needed to start their educational programs. In particular, it may be difficult to locate and fund facilities that meet the demands of schooling and that will accommodate growth in terms of increased enrollment and additional grade levels as schools become more established. CSP grants help to offset many start-up costs, but as discussed in chapter 3, funds may not be used to purchase facilities (i.e., capital outlay). Further, school operators must recruit qualified staff prior to opening and they must market their programs to attract students and parents. This chapter addresses the implementation of new charter school programs (Research Question 3), and considers how new charter schools obtain many of the resources needed to begin operations, including facilities and staff; how schools recruit students; and the reasons teachers and parents choose new charter schools.

DATA SOURCES

The chapter incorporates information collected through spring 2009 surveys of new charter school principals, teachers, and parents of students in Generation 11, 12, and 13 charter schools. Findings are reported separately for open-enrollment and campus charter schools, and are disaggregated by generation. In addition, the chapter includes information gathered during site visits to the seven Generation 13 case study charter schools conducted at three points during the 2008-09 school year. Site visits included interviews with school leaders and board members, focus group discussions with teachers and students, and observations in core content area classrooms. Case study findings, presented in textboxes throughout the chapter, are drawn from these interviews and observations, and tend to focus on the challenges schools experienced in getting started because interview respondents emphasized these issues in their comments. Appendix A provides more information about the case study schools and site visit activities. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental data tables aggregated across both types of charter school, and copies of respective surveys are included in Appendix C (principal survey), Appendix D (teacher survey), Appendix E (student survey), and Appendix F (parent survey).

NEW CHARTER SCHOOL FACILITIES

Locating and financing new charter school facilities is a central challenge faced by new charter school operators nationwide (Mead & Rotherham, 2007). Although traditional district schools that convert to campus charters typically remain in the same facility, operators of new open-enrollment charter schools must locate and secure appropriate facilities; and in the early years of operation, many new charters must contend with facilities that require substantial renovations or locate a temporary facility and plan to move when a more satisfactory space is identified (Sullins & Miron, 2005). The sections that follow examine how new charter school operators pay for facilities; the types of facilities that house new charter schools, including their size and ability to accommodate growth; and the facilities challenges school operators face during schools' early years of operation.

Paying for Facilities

The principal survey asked respondents about the amount their schools paid annually in a lease, rent or mortgage²⁶ for facilities and the methods used to finance facilities. The survey also contained an open-ended item where principals could enter written responses describing financing methods not cited on the survey. The following sections present information about the financing methods used for open-enrollment charter schools and for campus charters. Each table is sorted in terms of the “All Respondents” column. Findings aggregated across both types of charter schools are included in Table C.12 in Appendix C.

Open-enrollment charter schools. As presented in Table 5.1a, 36% of open-enrollment charters in which principals responded to the spring survey leased their facilities and 32% were purchasing facilities. Smaller percentages of principals indicated their schools were in rented (18%) or donated (5%) facilities. None of the open-enrollment principals indicating “other” methods of financing facilities (9%) entered a written response describing the other method used.

Table 5.1a. Methods of Financing New Open-Enrollment Charter School Facilities, as a Percentage of Respondents by Generation, 2008-09

Financing Method	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 ^a Principals (n=8)	All Respondents (N=22)
Lease	40.0%	55.6%	12.5%	36.4%
Purchase (mortgage/loan)	0.0%	44.4%	37.5%	31.8%
Month to month rent	40.0%	0.0%	25.0%	18.2%
Donated	0.0%	0.0%	12.5%	4.5%
Other	20.0%	0.0%	12.5%	9.1%

Source: Survey of New Charter School Principals, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal at a university charter school.

The survey also asked principals to enter their annual facilities expenditures. Across all generations of new open-enrollment charter schools, 16 principals out of 22 provided their annual facilities expenditures and reported spending \$127,578, on average. Generation 11 principals (5 respondents) spent about \$153,600 and Generation 12 principals (9 respondents) spent about \$117,333. Only two Generation 13 principals knew the cost of their facilities; the average of their responses was \$83,500.

Campus charter schools. Table 5.1b presents similar findings for campus charter schools and indicates that most surveyed campus charters (64%) used “other” methods to finance facilities. Seven principals entered written comments describing the other methods used. Of these, five were principals of ECHS programs that received facilities through an inter-agency agreement between a community college and the school district. Four ECHS principals wrote that space was provided free of charge, and one wrote that the facilities’ costs were included in the tuition and fees the district paid for students to enroll in college classes. The remaining non-ECHS principals who entered written comments indicated their school facilities were owned by their districts. Smaller percentages of campus charter principals indicated that they leased (29%) or purchased (7%) school facilities.

²⁶Lease agreements are generally established for extended periods of time (e.g., a year or more), while rental agreements are specified for shorter terms (e.g., month-to-month).

Table 5.1b. Methods of Financing New Campus Charter School Facilities, as a Percentage of Respondents by Generation, 2008-09

Financing Method	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Lease	33.3%	0.0%	42.9%	28.6%
Purchase (mortgage/loan)	0.0%	0.0%	14.3%	7.1%
Month to month rent	0.0%	0.0%	0.0%	0.0%
Donated	0.0%	0.0%	0.0%	0.0%
Other	66.7%	100.0%	42.9%	64.3%

Source: Survey of New Charter School Principals, spring 2009.

Like open-enrollment principals, the principals of campus charters were also asked to enter the annual amount spent on school facilities; out of 14 principals 2 entered responses. One Generation 12 principal entered an annual payment of \$150,000 and a Generation 13 principal indicated an annual payment of \$928,000. Another principal reported that the total facility cost for the Generation 13 campus charter was \$7.5 million. Other respondents indicated that they did not know their facility costs or that annual costs were not applicable because schools were owned by districts.

Case Study Findings: Facilities Funding

Lack of facilities funding posed problems for most of the case study charter schools. While BSU received \$30 million in legislative earmarks to build its charter school campus, other charter schools were not so fortunate. The sponsoring entities of Viewpoint Academy and West Ridge Charter School provided some funding support to assist their schools in purchasing buildings and furnishings, and Viewpoint received a donation from a local philanthropic entity to assist with a down payment on its facility. HSS had difficulty obtaining a line of credit to finance facilities for Canyon Academy, and was forced to postpone the opening of another school until 2009 because of credit difficulties. The Cedar School's founding entity obtained a \$300,000 line of credit to install temporary buildings for the new school, and planned a capital campaign to raise funds for a permanent facility.

Although campus charter schools remain district schools, case study campus charters also experienced challenges in funding facilities. Columbus Charter School's urban district lacked the resources to purchase land for portable buildings to accommodate the school's expansion and a local business donated money for the district to purchase property adjacent to the school's campus. SPCHS's district did not provide facilities for its contract campus charter schools. Instead, its founding entity provided facilities, which the school leases.

Types of Facilities Occupied by New Charter Schools

The survey of new charter school principals asked respondents to identify the type of facility that housed their school from a list of common types of facilities and provided space for open-ended responses for principals to enter facilities not included on the list. The following sections present findings for principals of new open-enrollment charters and campus charters. In each table, results are sorted in terms of the "All Respondents" column. Table C.9 in Appendix C includes findings aggregated across both types of schools. Readers are asked to use caution when interpreting results. The small number of respondents across charter school generations means that a single principal's response may substantially affect findings.

Open-enrollment charter schools. Results presented in Table 5.2a indicate that new open-enrollment charter schools were located in a wide range of facilities. Some were housed in custom-built facilities (14% overall), others were located in college or university buildings (14%), and others were located in retail spaces, former private schools, churches, other public buildings, or warehouses (9% for each facility type). Notably, no new open-enrollment charter schools were located in former traditional district schools. Seven principals entered written responses describing the “other” types of facilities that their schools occupied. Of these, three wrote that their schools were housed in church-owned buildings, two described facilities that were repurposed grocery stores, and two others wrote that their schools were in portable buildings.

Table 5.2a. Open-Enrollment Charter Facility Type, as a Percentage of Respondents by Generation, 2008-09

Facility Type	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 ^a Principals (n=8)	All Respondents (N=22)
Custom built	20.0%	11.1%	12.5%	13.6%
College or university building	20.0%	0.0%	25.0%	13.6%
Retail space/strip mall	0.0%	11.1%	12.5%	9.1%
Former private school	0.0%	11.1%	12.5%	9.1%
Church	20.0%	11.1%	0.0%	9.1%
Other public building	0.0%	22.2%	0.0%	9.1%
Warehouse	0.0%	22.2%	0.0%	9.1%
Office building	0.0%	0.0%	12.5%	4.5%
Community building	0.0%	0.0%	12.5%	4.5%
Former traditional district school	0.0%	0.0%	0.0%	0.0%
Other	40.0%	11.1%	12.5%	18.2%

Source: New Charter School Principal Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal of a university charter school.

Campus charter schools. In contrast to open-enrollment principals, the largest share of campus charter principals (see Table 5.2b) indicated that their schools were located in former traditional district schools (29%, overall). This result is not surprising, given the close relationship between districts and their campus charter schools and that many conversion campus charters remain in the same facility after they have converted from a traditional district program. Smaller percentages of principals responded that their schools were located in college or university buildings (21%), were custom built (14%), or located in church or community buildings (7% for each). The large proportion of Generation 12 principals indicating their schools were located in a college or university building (75%) is a reflection of the large number of ECHS included in Generation 12. A central element of the ECHS model is that schools are located on college or university campuses. Six campus charter principals across generations entered written responses describing “other” types of facilities. One Generation 11 ECHS principal wrote that the campus charter was located on a community college campus and another wrote that the school was located in a “101 year old building.” The third Generation 11 principal did not enter a written response. Individually, other campus charter principals wrote of schools located in portable buildings, a building owned by a church, and a “suite in a larger building.”

Table 5.2b. Campus Charter Facility Type, as a Percentage of Respondents by Generation, 2008-09

Facility Type	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Former traditional district school	0.0%	25.0%	42.9%	28.6%
College or university building	0.0%	75.0%	0.0%	21.4%
Custom built	0.0%	0.0%	28.6%	14.3%
Church	0.0%	0.0%	14.3%	7.1%
Community building	0.0%	0.0%	14.3%	7.1%
Office building	0.0%	0.0%	0.0%	0.0%
Retail space/strip mall	0.0%	0.0%	0.0%	0.0%
Former private school	0.0%	0.0%	0.0%	0.0%
Other public building	0.0%	0.0%	0.0%	0.0%
Warehouse	0.0%	0.0%	0.0%	0.0%
Other	100.0%	0.0%	0.0%	21.4%

Source: New Charter School Principal Survey, spring 2009.

Case Study Findings: Campus Charter School Facilities

Columbus Charter School remained in its original facilities when it converted to a campus charter school. However, the conversion expanded the school's original kindergarten through fifth-grade program to include middle school grades, which required the addition of portable buildings to accommodate the new grades. A donation to the district provided funding to purchase land for the portable buildings, and the school had to move quickly in order to install the buildings and meet all zoning requirements in time for the school's opening. Columbus' elementary school facilities have also grown crowded as a result of increased enrollment in the charter school.

Construction delays postponed SPCHS, a contract campus charter school, from occupying its newly built facilities in time for the schools' opening in 2007, and the school relocated three times before taking occupancy of its final site in the fall of 2008. SPCHS's campus is located in a community center built by the school's founding church, and while SPCHS's space in the center was designed with the school in mind, it does not meet the school's needs. The campus lacks adequate classroom and office space and has only one restroom for the school's 250 students.

Facility Size and Accommodating Growth

The principal survey asked respondents to estimate the size of their facility. Table 5.3 presents principals' estimates of school size by generation and charter school type. Results indicate that irrespective of school type, Generation 13 charter schools tended to be considerably larger, on average (55,917 square feet), than either Generation 11 (22,400 square feet) or Generation 12 charter schools (22,077 square feet). Generation 12 campus charter schools tended to have the smallest facilities (9,000 square feet, on average); however, all Generation 12 campus charter schools in which principals responded to the survey were ECHS programs that occupied space within a larger college or university. It is likely, that ECHS principals did not include the size of university gymnasiums or cafeteria spaces in their estimates, where the estimates of other charter principals likely included these school spaces.

Table 5.3. Estimated Charter School Size, by Charter Type and Generation, 2008-09

Charter Type	Generation	N	Average Size (square feet)
Open-Enrollment or University	11	4	21,000
	12	9	27,889
	13 ^a	7	55,087
	All	20	36,300
Campus Charter	11	1	28,000
	12	4	9,000
	13	5	56,001
	All	10	34,400
All Charters	11	5	22,400
	12	13	22,077
	13	12	55,917
	All	30	35,667

Source: New Charter School Principal Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal of a university charter school.

The survey also asked principals a series of questions about their current facility and its ability to accommodate growth in terms of additional students in existing grade levels and expanding to include additional grade levels. The next sections present results for principals of open-enrollment charter schools and campus charter schools. Results aggregated across both types of charter school are presented in Table C.10 in Appendix C.

Open-enrollment charter schools. Generally speaking, the responses of open-enrollment charter school principals, as presented in Table 5.4a, suggest that most charter schools can accommodate increased enrollment (64% overall). However, while 76% of schools expected to add grade levels, only 55% had facilities that would accommodate the expansion in terms of classrooms for added grades. This problem was most extreme in Generation 11 charters, where 60% of schools planned to add grades but only 20% reported adequate facilities. Notably, 80% of Generation 11 principals responding to the survey indicated that they shared space with another organization, which may account for space limitations.

Table 5.4a. Accommodating Growth in Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09

Statement	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 ^a Principals (n=8)	All Respondents (N=22)
Facility is large enough to accommodate increased enrollment	40.0%	77.8%	62.5%	63.9%
School plans to expand to serve additional grade levels	60.0%	66.7%	87.5%	75.7%
Facility is large enough to accommodate additional grade levels	20.0%	55.6%	75.0%	54.5%
School shares space with another organization	80.0%	33.3%	37.5%	45.5%

Source: New Charter School Principal Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal of a university charter school.

Campus charter schools. As presented in Table 5.4b, campus charter schools are similar to open-enrollment charter schools in that most campus charters (64% overall) had sufficient space to accommodate increased enrollment. However, while a smaller percentage of schools planned to expand to serve additional grade levels (36%), only 21% could accommodate additional grades with the needed classroom space. All Generation 12 campus principals responding to the survey worked in ECHS programs that shared space with a university, college, or community college, and two Generation 11 principals operated schools on college campuses. Of these, one Generation 11 school was an ECHS; the other was not.

Table 5.4b. Accommodating Growth in Campus Charter Schools, as a Percentage of Respondents by Generation, 2008-09

Statement	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Facility is large enough to accommodate increased enrollment	33.3%	75.0%	71.4%	64.3%
School plans to expand to serve additional grade levels	33.3%	75.0%	14.3%	35.7%
Facility is large enough to accommodate additional grade levels	0.0%	50.0%	14.3%	21.4%
School shares space with another organization	66.7%	100.0%	14.3%	50.0%

Source: New Charter School Principal Survey, spring 2009.

Facilities Issues

The survey also asked principals to respond to a list of common facilities issues and rate the degree to which each issue created challenges to operating schools using a 4-point scale: (1) *not a problem* (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*. The survey also provided an option for principals to enter written descriptions of issues not included on the list. The following sections present the mean, or average, results for principals of open-enrollment charters and campus charters. In each table, results are sorted in terms of the “All Respondents” column. Table C.11 in Appendix C presents

findings aggregated across both types of schools. Values closer to 4 indicate issues were more serious problems, while values closer to 1 indicate issues were not a problem.

Open-enrollment charter schools. Results presented in Table 5.5a suggest that new open-enrollment charter schools experienced few serious issues related to facilities, and that most issues were *minor* or *moderate* problems, on average. Overall, principals were most concerned with facilities issues related to space, indicating largely minor challenges in terms of space for libraries (2.5 overall rating), cafeterias (2.2), classrooms (2.1), and offices (2.1). Consistent with results for Generation 12 and 13 principals presented in Table 5.4a, responses to the open-ended “other” item confirm that space issues were a challenge for some new open-enrollment charters. Eleven principals entered written comments, and of these, seven addressed problems related to space. For example, principals wrote: “The school needs a larger facility,” “We don’t have a gym and the lunch area is very limited,” and “Some of the [class]rooms are not sized for K-12 students.” Other comments addressed the costs of remodeling facilities to meet the needs of a school and the challenges of sharing space with other entities, such as a church.

Table 5.5a. Facilities Issues for New Open-Enrollment Charter Schools, as a Mean of Respondents by Generation, 2008-09

Facilities Issue	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 Principals ^a (n=8)	All Respondents (N=22)
Library space	2.8	2.4	2.5	2.5
Cafeteria equipment	1.4	2.7	2.5	2.3
Cafeteria space	1.4	2.4	2.5	2.2
Classroom computers	1.6	2.4	2.2	2.2
Classroom space	2.0	2.2	2.0	2.1
Office space	2.2	2.1	2.1	2.1
Computer labs	2.0	1.7	2.4	2.0
General maintenance	1.8	1.9	1.6	1.8
Grounds/Outdoor maintenance	1.2	2.1	1.8	1.8
Other	1.0	4.0	3.5	3.2

Source: Survey of New Charter School Principals, spring 2009.

Notes. Mean ratings based on a 4-point scale: (1) *not a problem* (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

Results for Generation 13 open-enrollment charter schools include the response of a principal at a university charter school.

Principals’ ratings of facilities issues suggest that, overall, new open-enrollment charters experienced relatively *minor* problems in terms of classroom computers (2.2) and computer lab resources (2.0). The spring 2009 teacher survey asked teachers about the level of technology resources available in their classrooms. Table D.17 in Appendix D presents teachers’ responses disaggregated by charter school type and generation. Overall, teachers working in open-enrollment charter schools reported having an average of 4.3 classroom computers, and 87% indicated they had classroom Internet access. Relative to results for campus charter schools presented in the next section, these findings suggest that students attending new open-enrollment charters may experience reduced access to technology resources.

Case Study Findings: Facilities Issues in Open-Enrollment Charter Schools.

Three open-enrollment charter schools included as evaluation case study sites, Viewpoint Academy, Canyon Academy, and West Ridge Charter School, obtained facilities that were adapted to accommodate the needs of their schools. Viewpoint occupied a building that formerly served a satellite campus for a local university and West Ridge and Canyon Academy both occupied buildings that were repurposed grocery stores. Administrators and teachers at each of the schools noted that the renovated spaces did not meet the demands of public schooling. The schools struggled with insufficient classroom space, inadequate restrooms, as well as the lack of gyms, science labs, cafeterias, and libraries. The Cedar School is located in a set of temporary buildings that will accommodate the school until its parent entity is able to raise funds for a permanent school site. The temporary buildings are small and accommodate only five classrooms, each of which can seat about 12 students, which raises questions as to where the school will house the middle school program it plans to add during the 2009-10 school year.

Campus charter schools. Space issues also created problems for principals of new campus charters. Results presented in Table 5.5b indicate that campus charters had inadequate office space (2.5 overall rating), classroom space (2.3), cafeteria space (2.2), and library space (2.0), although, like responses for open-enrollment principals, ratings suggest that most issues were *minor* to *moderate* concerns. Space issues were the dominant theme in the open-ended comments campus charter principals wrote in response to “other.” Of the 12 principals who entered comments, seven wrote about space problems. One principal of an elementary school program wrote, “Square footage is not appropriate for the size of classes. Children do not have ample room for literacy centers and other [center] rotations,” and another principal commented, “There is no room for additional activities within the building.” Principals also noted the challenges of using portable buildings and sharing space with other entities. For example, one ECHS principal commented “All rooms are the property of [college name], so no rooms are exclusively used for the high school. This can present a challenge in terms of room supplies and use of instructional wall items.” Other comments addressed maintenance challenges, particularly in older buildings with outdated heating and plumbing systems (2 comments).

Table 5.5b. Facilities Issues for New Campus Charter Schools, as a Mean of Respondents by Generation, 2008-09

Facilities Issue	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Office space	2.3	2.2	2.7	2.5
Cafeteria equipment	1.4	2.7	2.5	2.3
Classroom space	2.3	2.2	2.3	2.3
Cafeteria space	2.3	2.0	2.3	2.2
General maintenance	2.7	1.8	2.3	2.2
Classroom computers	2.0	1.2	2.7	2.1
Library space	2.0	1.2	2.4	2.0
Computer labs	2.0	1.2	2.0	1.8
Grounds/Outdoor maintenance	2.0	1.0	2.3	1.9
Other	1.0	--	1.0	1.0

Source: Survey of New Charter School Principals, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not a problem* (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

Like their counterparts in open-enrollment charters, campus charter principals rated issues related to classroom computers (2.1) and computer labs (1.8) as *minor* problems, overall. However, one campus charter principal entered a written comment noting, “Our greatest challenge is our infrastructure and lack of updated technology.” Results from teachers’ survey items that asked about the technology resources available indicate that campus charter schools had about 4.9 classroom computers, on average, and 96% of classrooms had Internet access during the 2008-09 school year. Teachers in Generation 12 ECHSs reported having notably more classroom computers (13.5, on average), and 100% had classroom Internet access. (See Table D.17 in Appendix D).

STAFFING NEW CHARTER SCHOOLS

Given the strong link between teacher quality and student achievement (Hanushek, 1971), new charter schools are necessarily concerned with recruiting and retaining effective teachers (Burian-Fitzgerald, 2005). Although charter schools tend to have greater flexibility in their hiring practices (Bomotti, Ginsberg, & Cobb, 1999; Wohlstetter, Wenning, & Briggs, 1995), many charter schools have difficulty attracting qualified teachers because they offer lower average salaries than traditional district schools (TCER, 2008) and serve larger proportions of at-risk students (Lankford, Loeb, & Wyckoff, 2002; TCER, 2008). The following sections examine the methods used by new charter schools to recruit teachers, the reasons teachers chose to work in new charters, and the staffing challenges experienced by new charter school administrators. Although results suggest that salary is not the primary reason surveyed teachers chose to work in new charter schools, responses from surveyed principals indicate that low levels of pay are a primary barrier to recruiting qualified staff, particularly in open-enrollment charters.

Recruiting Charter School Teachers

The sections that follow present the percentage of surveyed open-enrollment charter school and campus charter school principals who reported using identified strategies to recruit teachers to new charter schools, sorted in terms of the “All Respondents” column. Table C.13 in Appendix C presents results aggregated across both types of charter school. Readers are urged to use caution when interpreting results of the principal survey because the small number of respondents included in each generation means that a single principal’s response may substantially affect overall results.

Open-enrollment charter schools. Results presented in Table 5.6a indicate that most principals in open-enrollment charter schools (77% overall) relied on word of mouth to attract teachers, and smaller percentages of principals relied on newspaper advertisements (59%), teacher recruitment fairs (59%), and university recruitment events (55%) to hire teachers. Results suggest that open-enrollment charters may increase their reliance on university recruitment events as they become more established, as the proportion of principals reporting using this strategy increases as schools gain tenure. This finding may reflect greater awareness of university recruitment events among administrators at more established charter schools.

Table 5.6a. New Open-Enrollment Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents by Generation, 2008-09

Teacher Recruitment Method	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 ^a Principals (n=8)	All Respondents (N=22)
Word of mouth	60.0%	88.9%	75.0%	77.3%
Advertisements in newspapers or trade journals	60.0%	66.7%	50.0%	59.1%
Regional teacher recruitment fairs	60.0%	44.4%	75.0%	59.1%
University recruitment event	60.0%	55.6%	50.0%	54.5%
Coordination with an independent teacher organization (e.g., Teach for America)	40.0%	22.2%	25.0%	27.3%
Coordination with a teachers' college	0.0%	22.2%	37.5%	22.7%
Referrals from districts	0.0%	22.2%	25.0%	18.2%
Other	20.0%	11.1%	12.5%	13.6%

Source: New Charter School Principal Survey, spring 2009.

Note. Percentages will not total to 100%. Respondents could provide more than one response.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal of a university charter school.

Campus charter schools. Similar to results for open-enrollment charters, findings presented in Table 5.6b indicate that principals of campus charters relied most heavily on word of mouth to attract teachers (57% overall). Unlike open-enrollment charters, however, campus charter principals were notably more likely to use district referrals as a recruitment strategy (50% vs. 18% for open-enrollment charters). This finding is not surprising given that campus charters remain district schools and most campus charters receive support from district human resources departments, although results indicate that reliance on district referrals may taper off as campus charters become more established. Generally, campus charters were less likely than open-enrollment charters to use each of the remaining recruitment strategies, which is likely a reflection of greater stability in campus charter school staffing.

Table 5.6b. New Campus Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents by Generation, 2008-09

Teacher Recruitment Method	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Word of mouth	66.7%	75.0%	42.9%	57.1%
Referrals from districts	33.3%	50.0%	57.0%	50.0%
University recruitment event	0.0%	75.0%	28.6%	35.7%
Regional teacher recruitment fairs	0.0%	75.0%	28.6%	35.7%
Coordination with a teachers' college	0.0%	25.0%	57.1%	35.7%
Advertisements in newspapers or trade journals	33.3%	25.0%	14.3%	21.4%
Coordination with an independent teacher organization (e.g., Teach for America)	0.0%	25.0%	0.0%	7.1%

Source: New Charter School Principal Survey, spring 2009.

Notes. Percentages will not total to 100%. Respondents could provide more than one response.

Factors Affecting Teachers' Decisions to Work in New Charter Schools

Across charter school types, teachers participating in focus group discussions conducted as part of case study site visits said they were attracted to new charter schools because of individual school missions and the types of students served. Teachers also liked that the small size of most charter schools enabled them to build strong relationships with students, families, and colleagues. Teachers said they liked working in environments where they felt their input was valued and that charter schools offered more autonomy than traditional district schools.

In order to gain a more complete understanding of the factors that influence teachers' decisions to work in new charter schools and how factors may have differed across charter school types, the teacher survey asked respondents to rate a series of statements about the reasons they chose to work in charter schools using a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*. Mean, or average, responses for teachers in open-enrollment charter schools and campus charter schools are presented in the following sections. The results are sorted in terms of the "All Respondents" column. Values closer to 4 indicate factors that teachers weighted more heavily in their employment decisions. Findings aggregated across both types of charter schools are presented in Table D.11 in Appendix D. In addition, the teacher survey included an open-ended item asking teachers to describe the benefits and challenges of working in new charter schools, and many teachers entered comments addressing factors that influenced their choice of workplace. These comments are included in the discussion and provide more information about the reasons teachers choose to work in new charters.

Open-enrollment charter schools. Results presented in Table 5.7a indicate that across generations, teachers in open-enrollment charter schools weighted the school's mission and goals most heavily in the decision to teach in a charter school (3.4 overall rating). Teachers also were attracted to open-enrollment charter schools because of small class and school size, as well as their interest in "being involved in an educational reform" and working with "like-minded educators" (3.1 rating for each factor). Survey results indicate that employment challenges, such as "difficulty finding another position" (1.9) and "ability to teach without certification" (1.8) were less important factors in teachers' decisions to work in open-enrollment charter schools. Although the weights given to each factor vary somewhat by generation, the relative ranking of factors across generations of teachers is largely consistent and suggests that the reasons teachers choose to work in new charter schools persist over time.

Table 5.7a. Factors Influencing Open-Enrollment Charter School Teachers' Choice of Workplace, as a Mean of Respondents by Generation, 2008-09

Factor	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
The school's mission and goals	3.4	3.5	3.5	3.4
Small class sizes at this school	3.0	3.4	2.8	3.1
Small school size	3.0	3.3	2.9	3.1
Interested in being involved in an educational reform effort	3.0	3.1	3.1	3.1
Opportunity to work with like-minded educators	3.0	3.2	3.2	3.1
Academic reputation/high standards of this school	2.5	3.3	3.0	3.0
More autonomy at this school	2.3	3.1	2.9	2.9
The high level of parent involvement	2.2	3.0	2.7	2.7
Competitive salary and benefits	2.8	2.4	2.5	2.6
Opportunity to teach and draw retirement pay	2.2	2.7	2.3	2.5
Convenient location	2.2	2.8	2.0	2.4
Opportunity to work with a specific student population	2.5	2.4	2.5	2.4
Less standardized testing pressure	2.0	2.2	1.7	2.0
Difficulty finding another position	1.8	2.0	1.7	1.9
Able to teach without certification	1.5	2.1	1.7	1.8

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

^aResults for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

In response to open-ended questions asking about the primary benefits and challenges of teaching at their new charter schools, teachers in open-enrollment charter schools provided more information about some of the factors that influenced their choice of employment.

Small class sizes. When describing the benefits of working in new charter schools, 26 out of 190 teachers across generations reported that small class size enabled them to tailor lessons to support individual student needs and to connect with students “one-to-one.” A teacher wrote, “I love having small classes and the ability to accommodate all of my students’ learning styles.” Teachers indicated that small class sizes reduced behavioral problems, and facilitated individualized teaching. However, attitudes about class sizes were not consistent among teachers. Out of the 190 teachers, 6 commented that large class sizes were a primary challenge of work in their schools. One teacher wrote that class sizes were “unreasonable,” citing an enrollment of 28 students in the first grade.

Small school size. Fourteen teachers commented on the benefits of working in a small school environment. One teacher wrote that working in a “smaller school has enabled me to learn more as a teacher.” Surveyed teachers also indicated that small school size enabled them to work easily with other teachers in a “close-knit environment” and that “teachers know each other and share ideas.”

Autonomy. Across generations, 32 open-enrollment teachers wrote that the autonomy they experienced in open-enrollment charter schools was a key benefit of their job. Teachers enjoyed having the flexibility to take risks and equated autonomy with opportunities for professional growth and to tailor education to student needs. “I have freedom to do more cross-curricular activities/lessons than other schools might [have],” wrote one teacher, “...If I find a teachable moment, I am free to deviate from scheduled lessons and work with it.” Teachers commented that they had more control over their curricula, were freed from the “scripted” lessons required in some traditional district schools, and experienced professional growth when autonomy was provided “with guidance.”

Salary and benefits. Teachers responding to the benefits and challenges of working in new charter schools were divided about their compensation packages. Across generations, teachers in eight schools commented that they received “great” pay and “competitive” benefits; however, teachers in six schools wrote of low salaries and poor benefits. Several such teachers wrote that they worked longer school days and school years than teachers in traditional district schools, but received less in compensation.

Convenient location. Although surveyed teachers rated convenient location as a *somewhat important* to *important* factor in the decision to work in a charter school (2.4 overall rating), five teachers commented that location and community were key to their employment decisions “I work within the community in which I live and my son attends the school,” wrote one such teacher. “I like being among my neighbors and being part of learning as well as part of the community.” Teachers in each generation of open-enrollment charter schools commented on the value of working in schools located within their community and the benefits of teaching students they knew outside of the school environment.

Lack of certification. While the ability to teach without certification ranked lowest (1.8 rating, overall) in terms of factors that influenced teachers’ interest in working in open-enrollment charter schools, seven teachers cited this factor as a key benefit to working in new charter schools in open-ended comments. Comments occurred across generations, and noted that teachers were working on provisional certifications or were “learn[ing] on the job and teaching without certification.” Not surprisingly, other teachers wrote that the lack of certification among some of their colleagues was a challenge to working in new charters because uncertified co-workers required considerable support from more experienced staff. One teacher noted, “Our current special education ‘teacher’ is working on her certification [and] doesn’t even have a degree.”

Case Study Findings: Changes in School Structure Lead to Changes in Benefits

BSU Charter School had been a campus charter operated by the local school district since 1998, but restructured as a university charter in 2008 in order to take advantage of funding for a university facility dedicated to elementary education. Although nearly all of BSU Charter School’s teachers remained with the school when it restructured from a campus charter to a university charter, the change affected teachers’ employment agreements. When the school was a campus charter within a traditional district, teachers had employment contracts, an established salary schedule, and they received performance pay; however, as employees of a university charter school, teachers worked on an at-will basis, without a salary schedule or performance pay. In site visit interviews, teachers reported that the changes in their benefits left them feeling uneasy.

Campus charter schools. Results presented in Table 5.7b indicate that, like teachers in open-enrollment charter schools, teachers in campus charters were most attracted by the school’s mission and goals (3.3 overall rating). However, teachers in campus charter schools ranked school and class size considerably lower than did open-enrollment teachers. This finding is supported by information about the number of students per teacher presented in Tables 2.7a and 2.7b in chapter 2, which indicates that across generations, teachers working in campus charters had somewhat larger class sizes than teachers in open-enrollment charters (15.5 students vs. 14.5 students overall). Across most remaining factors, campus charter teachers tended to rate items as less important than did teachers in open-enrollment charters. This finding is likely a reflection of the different approaches to charter school authorization. While open-enrollment charter schools are entirely new schools, many campus charter schools existed as traditional district schools prior to converting to charter status, and many teachers remained with the school throughout the conversion process.

Table 5.7b. Factors Influencing Campus Charter School Teachers’ Choice of Workplace, as a Mean of Respondents by Generation, 2008-09

Factor	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
The school's mission and goals	3.2	3.8	3.2	3.3
Academic reputation/high standards of this school	2.9	3.1	3.1	3.0
Opportunity to work with like-minded educators	2.9	3.4	2.9	3.0
Interested in being involved in an educational reform effort	3.1	3.0	2.8	2.9
The high level of parent involvement	2.4	2.3	2.6	2.6
Competitive salary and benefits	2.2	2.5	2.6	2.6
Opportunity to work with a specific student population	2.4	2.9	2.5	2.6
Small school size	2.7	3.5	2.4	2.5
More autonomy at this school	2.1	3.0	2.5	2.5
Opportunity to teach and draw retirement pay	2.0	2.4	2.6	2.5
Small class sizes at this school	2.4	3.4	2.3	2.4
Convenient location	2.1	2.0	2.3	2.2
Less standardized testing pressure	1.6	1.8	1.9	1.8
Difficulty finding another position	1.4	1.4	1.7	1.6
Able to teach without certification	1.3	1.2	1.6	1.5

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

Campus charter teachers also clarified some of the factors that influenced their decisions to work in campus charters in open-ended responses to survey questions asking the primary benefits and challenges of working in their new charter schools. Campus charter teachers reported on fewer aspects of their employment and some of their responses addressed district rather than campus employment characteristics. Notably, one teacher wrote that there were no benefits or challenges to working in a campus charter school, explaining “I didn’t even realize we were a charter school.”

Small class sizes. Like teachers in open-enrollment charter schools, 21 campus charter teachers across generations noted the benefits of small class sizes, citing improved student behavior and the ability to work one-on-one and build relationships with students. One teacher wrote that small class size “has allowed time to get to know students well and provide deep learning activities.” Not all campus charter teachers benefitted from small class sizes, however. Across generations, nine campus charter teachers commented that class sizes were too large, and several teachers in one school noted that their school had received a “class size waiver from the district” and that there was no cap on the number of students in their classes.

Autonomy. Only five teachers working in campus charters highlighted autonomy as a benefit of employment. One teacher appreciated the “freedom to incorporate new ideas in the curriculum,” and others felt campus charter schools provided teachers with greater curricular control.

Lack of certification. While no campus charter teachers indicated they were uncertified, five teachers commented that they had been assigned to teach courses for which they were not certified because of teacher shortages in the school, and one teacher who trained in an alternative certification program felt unprepared to deal with student behavior issues.

Staffing Challenges in New Charter Schools

To gain a more complete understanding of the staffing challenges different types of charter schools may encounter, the principal survey asked respondents to rate the degree to which a list of staffing issues created challenges in their schools using a 4-point scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*. The following sections present the mean, or average, results for principals in open-enrollment charter schools and in campus charters. In each table, results are sorted in terms of the “All Respondents” column. Values closer to 4 indicate that issues were greater challenges and values closer to 1 indicate issues were not a challenge. Findings aggregated across both types of charter schools are presented in Table C.14 in Appendix C. Again, readers are encouraged to use caution when interpreting findings for principals. The small number of survey respondents by generation means that a single principal’s response may substantially affect results.

Open-enrollment charters. Across all generations, open-enrollment charter principals experienced the greatest problems in terms of the salaries they were able to offer (2.3 overall rating); however, ratings tended to vary by generation. For example, Generation 11 principals indicated that recruiting for particular subject areas, securing substitute teachers, and high rates of turnover were *minor to moderate* problems (2.4 rating for each item), while Generation 12 principals were most concerned with inadequate pay levels (2.4), and Generation 13 principals experienced the greatest challenges in securing substitutes (2.4). Although few patterns emerge across generations, issues related to recruiting teachers for specific subject areas and high rates of teacher turnover appear to grow more severe as open-enrollment charters become more established. Results of previous surveys of teachers working in all generations of Texas open-enrollment charter schools (TCER, 2008) suggest that this trend may reflect the tendency of new teachers to leave charter schools once they gain experience and are able to demand higher salaries in traditional districts.

Table 5.8a. New Open-Enrollment Charter Schools' Staffing Challenges, as a Mean of Respondents by Generation, 2008-09

Staffing Challenges	Generation 11 Principals (n=5)	Generation 12 Principals (n=9)	Generation 13 ^a Principals (n=8)	All Respondents (N=22)
Level of pay makes it difficult to recruit and retain quality staff	2.2	2.4	2.2	2.3
Difficulty recruiting staff for a particular subject area (e.g., science and math)	2.4	2.3	1.9	2.2
Difficulty securing substitute teachers	2.4	2.0	2.4	2.2
Difficulty recruiting experienced staff	2.2	2.3	1.9	2.1
Difficulty recruiting teachers	2.2	2.2	1.8	2.0
High rate of teacher turnover	2.4	2.0	1.6	2.0
High rate of teacher absenteeism	2.0	1.7	1.6	1.7
Training staff in the school's mission and goals	1.6	1.8	1.5	1.6
Difficulty recruiting and retaining paraprofessionals	1.8	1.6	1.4	1.5

Source: New Charter School Principal Survey, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

^aResults for Generation 13 open-enrollment charter schools include the response of a principal of a university charter school.

The survey also included an open-ended item that asked principals to describe their key challenges with respect to staffing, and 15 open-enrollment principals provided written responses. The sections that follow summarize these findings to provide more information on the challenges faced by new open-enrollment charter schools in recruiting staff.

Salary issues. Six principals entered written comments identifying salary issues as the key challenge to staffing their schools. Principals noted that it was difficult to compete with traditional school districts' compensation packages, and several wrote that the absence of facilities funding for charter schools created additional barriers to offering competitive salaries. One principal commented that "too much of the budget goes for facilities" and another pointed to problems "competing with school districts who receive more funding per student than charter schools" and "charter schools do not receive facilities funding."

Recruiting qualified staff. Four principals providing written responses wrote of the difficulty of finding "experienced," "qualified," and "certified" teachers willing to "take a chance by working for a charter school," and one principal highlighted the difficulty of recruiting and retaining experienced science and math teachers. This finding was reflected in the comments of several case study principals interviewed in spring 2009. Interviewed administrators spoke of the difficulty of finding qualified math and science teachers, noting these issues were heightened for charter schools because they had to compete with traditional districts that offered better salaries and stipends for hard to staff subjects.

Case Study Findings: Teacher Recruitment Issues in Open-Enrollment Charter Schools

During site visit interviews administrators at West Ridge Charter School explained that they offered salaries that were competitive with the area's districts and were able to attract a large applicant pool, from which they hired experienced and well-qualified faculty. The Cedar School offered salaries similar to the rural district in which it is located, but experienced difficulty competing with other area districts that offered better pay. The Cedar School also experienced challenges in identifying teachers who were dual-certified in core content area subjects and in special education. As a compromise it hired several teachers who were still working on their certification requirements through an alternative certification program. Viewpoint Academy requires teachers to work a longer school day and year than neighboring districts and asks teachers to be available to students by cell phone in the evening, but offers salaries that are lower than the area's traditional districts. In spring 2009 interviews, administrators explained that the combination of low salaries and extended work schedule contributed to some teacher turnover in the school's first year.

Campus charter schools. Principals in campus charter schools were less troubled by staffing challenges than their counterparts in open-enrollment charters, identifying "securing substitute teachers" as the greatest issue, rating it a *minor* challenge (1.9 overall rating). Campus charter administrators were less concerned with pay levels and recruiting teachers for particular subject areas, which likely reflects district support in recruiting teachers. Five campus charter principals entered written responses describing their key staffing challenges. Of these, three addressed district level recruitment practices. One principal faulted the district's teacher allocation policy for the school's teacher shortage, and another noted that budget limitations were causing the district to hire inexperienced teachers as a means to keep salaries low.

Table 5.8b. New Campus Charter Schools' Staffing Challenges, as a Mean of Respondents by Generation, 2008-09

Staffing Challenges	Generation 11 Principals (n=3)	Generation 12 Principals (n=4)	Generation 13 Principals (n=7)	All Respondents (N=14)
Difficulty securing substitute teachers	2.0	1.0	2.4	1.9
Level of pay makes it difficult to recruit and retain quality staff	1.0	1.2	2.4	1.8
Difficulty recruiting teachers	2.0	1.5	1.7	1.7
High rate of teacher absenteeism	1.7	1.2	2.0	1.7
Difficulty recruiting experienced staff	1.0	1.2	2.3	1.7
Difficulty recruiting staff for a particular subject area (e.g., science and math)	1.3	1.2	2.0	1.6
High rate of teacher turnover	1.0	1.5	1.9	1.6
Difficulty recruiting and retaining paraprofessionals	1.3	1.2	1.6	1.4
Training staff in the school's mission and goals	1.3	1.2	1.6	1.4

Source: New Charter School Principal Survey, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

Case Study Findings: Teacher Recruitment in Campus Charter Schools

Interviewed principals of Generation 13 campus charter schools included as case study sites described very different experiences in terms of staffing. The Columbus Charter School retained its teachers when it converted to a campus charter and experienced no staffing challenges. However, as an entirely new contract campus charter, SPCHS was challenged to recruit staff and experienced difficulty attracting qualified teachers. Teachers who work in the district's contract charters are employees of the contracting entity—not the district—and may receive very different compensation packages than district teachers. This is the case at SPCHS, which offered salaries that were lower than those of its host district. As a result, the school hired mostly first-year teachers who received their training in alternative certification programs. This created challenges for administrators and teachers alike. Administrators spent considerable time providing support to inexperienced teachers, which intruded on their ability to manage administrative tasks. In addition, teachers lacked sufficient training in classroom management strategies and faced challenges addressing students' behavioral issues. During focus group discussions conducted in spring 2009, teachers expressed frustration with working conditions, and several teachers were unsure whether they would return the following year.

ATTRACTING ENROLLMENT

A central argument for school choice holds that parents who select their child's school, particularly low-income parents who are the target of most choice-based school reforms, will obtain the necessary information to make good educational choices for their children. However, research suggests that many parents may make poor choices because they lack complete information about their educational options or choose schools for reasons other than academic quality (Weiher & Tedin, 2002; Wells, 1996). For example, some studies have found that parents report choosing schools for educational quality, but do not rely on accountability ratings or other objective indicators of effectiveness (Howell, 2006; Smrekar, 2009). Instead, parents tend to rely on informal social networks for school information and may identify other characteristics, such as strong discipline policies, as proxies for academic quality (Smrekar, 2009; Smrekar & Goldring, 1999). The sections that follow examine how new charter schools provide information about their programs to parents, the types of schools students attended before enrolling in new charter schools, and the reasons that parents chose new charter schools. Similar to other research, results indicate that parents are most likely to get their information from other parents and that factors unrelated to academic quality (e.g., discipline policies, the teaching of moral values, school size) are important factors in parental decision making.

Student Recruitment Methods

The spring 2009 survey of new charter school principals asked respondents about the methods used to recruit school enrollment and the percentage of enrollment attracted by each method. The tables included in the following sections present the percentage of survey respondents who reported *using* each method ("Used" column) and the percentage of *enrollment* attracted by each method ("Enroll." column) averaged across respondents. The following sections present findings regarding recruitment methods for open-enrollment charter schools and campus charter schools, sorted in terms of the "All Respondents: Enroll." column. Results aggregated across both types of charter school are presented in Table C.15 in Appendix C. Again, readers are encouraged to use caution when interpreting survey results. The small number of respondents by charter school generation means that a single principal's response may substantially influence findings.

Open-enrollment charter schools. Results presented in Table 5.9a indicate that most open-enrollment charters (91%) relied on parent and student word of mouth and that word of mouth attracted about a third of school enrollment (36%), on average. Schools also relied heavily on print advertising (91%) and flyers and brochures (86%), and these methods attracted average shares of enrollment of about 14% and 28%, respectively. These findings are largely consistent with previous surveys of all open-enrollment charter schools (TCER, 2008), which suggest that recruitment methods do not change much as schools mature. The large proportion of schools incorporating print advertising methods, despite weak effects on enrollment, likely reflects legislative provisions requiring open-enrollment charter schools to publish notification of the opportunity for students to enroll in a charter school in local newspapers (TEC § 12.117[b][1]).

Table 5.9a. New Open-Enrollment Charter Schools' Methods of Student Recruitment and Percentage of Enrollment Attracted by Methods, as a Percentage of Respondents by Generation, 2008-09

Method Used and Percent of Enrollment Drawn (Average)	Generation 11 Principals (n=5)		Generation 12 Principals (n=9)		Generation 13 ^a Principals (n=8)		All Respondents (N=22)	
	Used	Enroll.	Used	Enroll.	Used	Enroll.	Used	Enroll.
Parent/student word of mouth	100.0%	52.4%	100.0%	34.0%	75.0%	25.7%	90.9%	35.7%
Flyers, brochures, posters	100.0%	5.0%	77.8%	36.3%	87.5%	33.6%	86.4%	27.5%
Print advertising (i.e., newspaper, magazines)	100.0%	12.6%	77.8%	13.1%	100.0%	17.1%	90.9%	14.4%
Community outreach	80.0%	18.0%	77.8%	9.4%	75.0%	5.0%	77.3%	10.0%
Traditional district referral	80.0%	7.0%	33.3%	4.5%	75.0%	1.4%	59.1%	4.1%
Broadcast advertising (i.e., TV, radio)	40.0%	5.0%	33.3%	2.8%	62.5%	4.3%	45.5%	3.9%
Coordination with military recruitment entities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Coordination with juvenile justice entities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	12.9%	0.0%	4.5%

Source: New Charter School Principal Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the response of one principal of a university charter school.

Campus charter schools. Survey findings presented in Table 5.9b indicate that most campus charters (71%) relied on traditional district referrals and word of mouth (64%) to attract enrollment (33% and 29%, respectively). The reliance on traditional districts is a reflection of campus charter schools' close relationship to districts. Notably, the legislative provisions that require open-enrollment charters to publish notification of enrollment opportunities in local newspapers do not apply to campus charters; however, more than half (57%) of campus charters reported using this method to attract about 8% of enrollment, on average.

Table 5.9b. New Campus Charter Schools' Methods of Student Recruitment and Percentage of Enrollment Attracted by Methods, as a Percentage of Respondents by Generation, 2008-09

Method Used and Percent of Enrollment Drawn (Average)	Generation 11 Principals (n=3)		Generation 12 Principals (n=4)		Generation 13 Principals (n=7)		All Respondents (N=14)	
	Used	Enroll .	Used	Enroll .	Used	Enroll .	Used	Enroll.
Traditional district referral	33.3%	10.0%	75.0%	29.0%	85.7%	45.7%	71.4%	33.3%
Parent/student word of mouth	66.7%	37.3%	50.0%	7.5%	71.4%	38.6%	64.3%	29.4%
Community outreach	66.7%	8.3%	75.0%	22.5%	57.1%	1.4%	64.3%	8.9%
Print advertising (i.e., newspaper, magazines)	66.7%	5.0%	75.0%	23.0%	42.9%	1.4%	57.1%	8.4%
Flyers, brochures, posters	66.7%	5.0%	75.0%	13.8%	71.4%	5.0%	71.4%	7.5%
Broadcast advertising (i.e., TV, radio)	33.3%	1.0%	25.0%	2.3%	14.3%	7.9%	21.4%	4.8%
Coordination with military recruitment entities	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	7.1%	0.0%
Coordination with juvenile justice entities	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	7.1%	0.0%
Other	0.0%	33.3%	50.0%	2.0%	33.3%	0.0%	28.6%	7.7%

Source: New Charter School Principal Survey, spring 2009.

Case Study Findings: Student Recruitment in Campus Charter Schools

During interviews conducted during the 2008-09 school year, the two campus charters included as evaluation case studies, Columbus Charter School and SPCHS, described very different experiences in recruiting students. When the Columbus Charter School converted to charter status it retained its existing student enrollment. However, the change enabled the school to sidestep the district's centralized transfer policies, which allowed it to draw students from outside of district-defined attendance zones. Columbus gives priority to students who live within the school's geographically defined attendance zone. Students who live outside the attendance area may attend the school and are selected by a lottery. Columbus administrators reported that they did not send out flyers or actively recruit students, noting that word of mouth had attracted sufficient numbers of students and that the school had a waiting list in 2008-09. As an entirely new campus charter school, SPCHS needed to recruit its enrollment. School administrators reported using flyers and direct mail advertising to recruit students, but experienced the greatest success when they set up an information booth in a local mall. Over the course of the school's first year, many additional students enrolled as a result of district referrals.

Parents' Sources of Information About New Charter Schools

The parent survey asked respondents how they learned about new charter school opportunities, and provided a list of common sources of information about charter school programs. The following sections present the percentage of parents indicating they used each source of information to learn about new open-enrollment charter schools and to learn about campus charter schools. Results are sorted in terms of the "All Respondents" column. Results aggregated across both types of charter schools are presented in Table F.11 in Appendix F.

Open-enrollment charter schools. Results presented in Table 5.10a indicate that most open-enrollment parents (58%) relied on information from other parents to learn about new charter schools. This finding confirms principals' understanding that parents and students learn about new charter schools through word of mouth (see Table 5.9a). Parents also relied on written materials, such as brochures, (54%) and information from schools' websites (41%) to inform their choices of new open-enrollment charter schools. About a third of surveyed parents said they relied on indicators of schools' academic performance, such as student outcomes or school accountability ratings.

Table 5.10a. Parents' Sources of Information About New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09

Information Source	Generation 11 Parents (n=105)	Generation 12 Parents (n=63)	Generation 13 ^a Parents (n=44)	All Respondents (N=212)
Information from parents with children at the school	61.5%	53.2%	54.5%	57.6%
Written brochures or descriptions of charter programs	45.7%	68.3%	54.5%	54.2%
Information from the school's website	36.2%	42.9%	47.7%	40.6%
Academic performance of the school's students	37.1%	25.8%	34.1%	33.2%
The school's accountability rating	34.3%	32.3%	31.8%	33.2%

Source: New Charter School Parent Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Campus charter schools. Like open-enrollment parents, most parents of students attending new campus charters (see Table 5.10b) relied on information from other parents to guide their choice of schools (54%); however, notably smaller proportions of parents reported using written materials (37%) or school websites (15%) to gain information. The reduced reliance on other sources of information may reflect the requirement that campus charter schools give priority in enrollment to students who reside within their geographically defined attendance zones. Because families who live in school neighborhoods are likely to be familiar with campus charters, they may feel less compelled to gather information through written information or school websites.

Table 5.10b. Parents’ Sources of Information About New Campus Charter Schools, as a Percentage of Respondents by Generation, 2008-09

Information Source	Generation 11 Parents (n=82)	Generation 12 Parents (n=33)	Generation 13 Parents (n=191)	All Respondents (N=306)
Information from parents with children at the school	57.3%	45.5%	53.9%	53.9%
Written brochures or descriptions of charter programs	39.0%	66.7%	31.4%	37.3%
The school’s accountability rating	35.4%	45.5%	31.9%	34.3%
Academic performance of the school’s students	34.1%	48.5%	27.2%	31.4%
Information from the school’s website	15.9%	30.3%	12.6%	15.4%

Source: New Charter School Parent Survey, spring 2009.

Recruitment Challenges

The principal survey also included an open-ended item that asked respondents to describe their key challenges in recruiting students. The sections that follow summarize principals’ written comments.

Open-enrollment charter schools. Nineteen open-enrollment principals provided written responses, and challenges varied widely. Notably, eight principals across generations wrote that they experienced no difficulty recruiting students, and that their key challenges were in accommodating the growth in enrollment. Three principals explained that inadequate facilities and the lack of extra-curricular programs made it difficult to compete with traditional districts for students. Other responses noted the difficulty of communicating about charter programs, the lack of financial support for special needs students, and the need to attract diverse student enrollments.

Campus charter schools. Ten campus charter principals responded to the open-ended survey item asking about their key challenges in recruiting students. Most comments indicated that campus charters were at a disadvantage when competing with traditional district schools. Two principals wrote that their district did not provide transportation for campus charters, which limited student interest in the program. Two principals noted that their schools did not offer extra-curricular activities, such as sports and fine arts, which discouraged some students from enrolling. Two principals commented that other district administrators objected to charters because they

perceived that campus charters were seeking to recruit the best students, and one principal wrote that other district schools routinely referred students with attendance issues to campus charters.

Case Study Findings: Student Recruitment Challenges at the Cedar School

Although the Cedar School serves nearly all the high school students who reside at its sponsoring residential program, the open-enrollment charter school experienced difficulty attracting students from the local community. Cedar School did not actively market its program in the community in fall 2008, but expected community enrollment would increase when the local district began referring students with behavioral or discipline issues. The local district superintendent had been supportive of the charter school, writing on the district’s website that the district planned to refer “children with severe home or social problems” to the school for “intensive treatment.” However, in spring 2009, the district had not yet referred any students to the charter school. Cedar School administrators noted that several parents from the local community had toured the school with their children, but administrators felt the tours were conducted as a means to warn students that they would be enrolled at Cedar School if their behavior did not improve at the district high school.

The Schools Students Attended Before Enrolling in a New Charter School

The spring 2009 survey of parents of students enrolled in new charter schools during the 2008-09 school year asked parents what type of school their child attended before enrolling in a new charter school. The tables in the following sections present the responses of parents of students attending open-enrollment charter schools and campus charter schools. In each table, results are sorted in terms of the “All Respondents” column. Results aggregated across both types of schooling are included in Table F.15 in Appendix F. In addition, the spring 2009 surveys of students also included items asking students about the types of schools they attended before enrolling in a charter school. Student responses may be found in Appendix E. Table E.14 presents results for students in Grades 4 and 5 and Table E.20 presents results for students in Grades 6 through 12.

Open-enrollment charter schools. Results presented in Table 5.11a indicate that the children of most surveyed parents (71%) attended traditional district schools before attending an open-enrollment charter. About 18% did not attend school, which is likely a reflection of the large proportion of elementary programs authorized in Generations 11, 12, and 13 (42% of schools; see Table 2.3a in chapter 2). Note that students attending kindergarten or first grade may not have attended school prior to enrolling in a charter school, and results presented in chapter 2 indicate that about 17% of students attending new open-enrollment charter schools during the 2008-09 school year were enrolled in kindergarten or first grade (see Table 2.5a in chapter 2). Less than 10% of students attended private schools, another charter school, or were home schooled prior to enrolling in a new open-enrollment charter.

Table 5.11a. Schools Students Attended Before Enrolling in an Open-Enrollment Charter School, as a Percentage of Respondents by Generation, 2008-09

Previous School Attended by Student	Generation 11 Parents (n=105)	Generation 12 Parents (n=63)	Generation 13 ^a Parents (n=44)	All Respondents (N=212)
Traditional public school	78.1%	63.5%	62.8%	70.6%
Did not attend school	11.4%	23.8%	23.3%	17.5%
Private school	5.7%	7.9%	4.7%	6.2%
Another charter school	4.8%	0.0%	4.7%	3.3%
Home schooled	0.0%	4.8%	4.7%	2.4%

Source: New Charter School Parent Survey, spring 2009.

Note. Results may not total to 100% due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Campus charter schools. Table 5.11b presents the same information for students attending campus charter schools, and findings largely reflect the previous school enrollment patterns of open-enrollment charter students. About 70% of campus charter students attended a traditional district school, about 17% did not attend school and less than 10% attended another charter school, a private school or were home schooled. The large proportions of campus charter elementary programs operating in Generations 11 and 13 (50% and 30%, respectively; see Table 2.3b in chapter 2) account for the percentage of students who did not attend school prior to enrolling in a campus charter—about 11% of campus charter students were enrolled in kindergarten and first grade in 2008-09 (see Table 2.5b in chapter 2). Note that all Generation 12 campus charter schools are high school programs, so none would have enrolled students in kindergarten or first grade.

Table 5.11b. Schools Students Attended Before Enrolling in a Campus Charter School, as a Percentage of Respondents by Generation, 2008-09

Previous School Attended by Student	Generation 11 Parents (n=82)	Generation 12 Parents (n=33)	Generation 13 Parents (n=191)	All Respondents (N=306)
Traditional public school	48.8%	90.6%	75.4%	69.8%
Did not attend school	31.7%	0.0%	14.1%	17.4%
Another charter school	7.3%	9.4%	5.8%	6.6%
Home schooled	6.1%	0.0%	2.6%	3.3%
Private school	6.1%	0.0%	2.1%	3.0%

Source: New Charter School Parent Survey, spring 2009.

Note. Results may not total to 100% due to rounding.

Factors Influencing Parents' Choice of New Charter Schools

The parent survey also asked respondents to rate the importance of factors that may have influenced their decision to enroll their student in a new charter school using a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*. Tables in the following sections present the mean, or average, results for parents of students attending open-enrollment charter schools and for parents of students attending campus charter schools. In each table, results are sorted in terms of the "All Respondents" column. Values closer to 4 indicate factors that were weighted more heavily in parents' decisions. Findings aggregated across both types of charter schools are presented in Table F.10 in Appendix F.

Open-enrollment charter schools. Results presented in Table 5.12a indicate that open-enrollment parents weighted the quality of a school's educational program and teachers (3.5 overall rating for each factor) most heavily in their decision to enroll students in a charter school. Parents also rated the school's academic reputation, approach to discipline, ability to serve particular student needs, and teaching of moral values as *important* or *very important* factors (3.4 overall rating for each factor). Small school size and the reputation of school staff were also important considerations in parent decisions (3.3 overall ratings). Parents indicated that dissatisfaction with previous schools (2.3) or with students' poor performance in previous schools (2.0) were less important factors in parents' decision making. These findings suggest that parents choose open-enrollment charter schools not because they are unhappy with previous schools, but because they are attracted by the characteristics of individual charter schools.

Table 5.12a. Factors Affecting Parents' Decisions to Enroll Students in New Open-Enrollment Charter Schools, as a Mean of Respondents by Generation, 2008-09

Factors Affecting Decisions	Generation 11 Parents (n=105)	Generation 12 Parents (n=63)	Generation 13 ^a Parents (n=44)	All Respondents (N=212)
The educational program of this school	3.5	3.5	3.5	3.5
Good teachers	3.5	3.6	3.4	3.5
Academic reputation of the school	3.4	3.4	3.5	3.4
The school's approach to discipline	3.4	3.3	3.4	3.4
The teaching of moral values similar to mine	3.4	3.3	3.3	3.4
The school's ability to serve child's specific educational need (e.g., special education)	3.4	3.5	3.2	3.4
Small school size	3.2	3.4	3.4	3.3
Reputation of school staff	3.3	3.4	3.3	3.3
Convenient location	2.9	2.5	2.8	2.7
District assignment	2.7	2.5	2.6	2.6
Dissatisfaction with previous school	2.2	2.4	2.2	2.3
Recommendation from a family member or friend	2.1	2.1	2.0	2.1
Poor academic performance at previous school	2.1	2.0	1.8	2.0
Recommendation from teachers at previous school	1.9	2.1	1.8	1.9

Source: New Charter School Parent Survey, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Campus charter schools. There are few differences in the responses of parents of students attending campus charter schools (see Table 5.12b). Like open-enrollment parents, campus charter parents were primarily concerned with the academic program offered by campus charter schools (3.5 overall rating), how schools approached discipline and the teaching of moral values (3.4 overall rating for each factor), and that schools served particular student needs (3.3), employed good teachers (3.3), and had a reputable staff (3.2). Campus charter parents gave lower ratings to issues related to their student's previous school, which suggests that, like parents of open-enrollment parents, campus charter parents chose their schools because they liked the qualities of the school, not because they were unhappy with their child's previous school.

Table 5.12b. Factors Affecting Parents' Decisions to Enroll Students in New Campus Charter Schools, as a Mean of Respondents by Generation, 2008-09

Factors Affecting Decisions	Generation 11 Parents (n=82)	Generation 12 Parents (n=33)	Generation 13 Parents (n=191)	All Respondents (N=306)
The educational program of this school	3.5	3.5	3.5	3.5
The school's approach to discipline	3.4	3.3	3.4	3.4
The teaching of moral values similar to mine	3.4	3.3	3.3	3.4
The school's ability to serve child's specific educational need (e.g., special education)	3.3	3.3	3.2	3.3
Good teachers	3.3	3.5	3.3	3.3
Reputation of school staff	3.2	3.2	3.2	3.2
Academic reputation of the school	3.3	3.3	3.2	3.2
Convenient location	3.0	2.7	3.0	2.9
Small school size	2.9	3.2	2.9	2.9
District assignment	2.8	2.9	2.8	2.8
Poor academic performance at previous school	2.2	1.7	2.2	2.2
Dissatisfaction with previous school	2.2	1.8	2.3	2.2
Recommendation from teachers at previous school	2.1	2.2	2.1	2.1
Recommendation from a family member or friend	2.2	1.9	2.1	2.1

Source: New Charter School Parent Survey, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

Principals' Views of the Reasons Parents and Students Choose New Charter Schools

The principals' survey included an open-ended item that asked their views on why parents and students chose new charter schools. Across charter school types, principals' responses indicated that parents and students chose new charter schools because they were seeking smaller, safer schools, and because charter schools offered particular educational programs that were attractive to parents and students.

Open-enrollment principals. Eighteen principals of open-enrollment charters entered written responses explaining why parents and students chose their schools. Of these, eight principals wrote that parents and students appreciated small school environments in which students felt safe and nurtured. Seven principals indicated that their schools offered a special program that was not available in traditional district schools, including college preparatory curricula, a focus on science and math, fine arts programs, and accelerated programs that enabled at-risk high school students to recover lost credits.

Campus charter principals. Twelve principals of campus charter schools provided written responses. Five principals worked in ECHS programs that enable students to attend an expanded number of dual credit classes and earn an associate's degree as they completed graduation requirements. Principals of ECHSs noted that parents liked the small size of their programs, the opportunity for students to earn college credit, and that there "is no cost for [college] tuition and texts." Other principals wrote that parents and students liked small, "disciplined" school environments, and the special programs offered by

campus charters, including dual language programs and programs focused on differentiated learning styles.

SUMMARY

Results presented in this chapter indicate that new charter schools encountered challenges in getting their programs started, but that challenges tend to differ across open-enrollment and campus charters. In particular, traditional district schools that converted to campus charters tended to have fewer problems putting their programs in place because most remained in district-provided facilities and retained staff and students through the conversion process. Similarly, most ECHS campus charters were housed in facilities provided by college or university partners and experienced few challenges in terms of recruiting qualified teachers.

In contrast, most open-enrollment charters either leased or purchased facilities, which were often located in spaces shared with colleges or universities, retail entities (i.e., strip malls), or churches. The operators of open-enrollment charter schools reported challenges in terms of recruiting qualified staff, noting that it was difficult to compete with traditional districts because charters typically offered lower salaries than neighboring districts. Findings from the case study contract campus charter school (SPCHS) suggest that its start-up experiences were closer to those of open-enrollment charters than conversion campus charters. Because SPCHS' parent district does not provide facilities or staff for contract charters, SPCHS struggled to locate adequate facilities and recruit and retain qualified staff in its early years of operation.

The parents of students attending both campus and open-enrollment charter schools reported that they relied most heavily on parent word of mouth for information about new charter programs and that they selected schools because of their educational programs, academic reputations, and teacher quality. Across both types of schools, parents also weighted discipline policies, the teaching of moral values, and whether schools offered programs designed to serve specific student needs heavily in their decisions.

CHAPTER 6

ESTABLISHING EFFECTIVE EDUCATIONAL PROGRAMS

Considerable research has indicated that schools that are effective in improving student outcomes share some common characteristics, or constructs, that define how they establish their educational programs and deliver classroom instruction. This research has established that effective schools define high standards for student success and communicate goals and expectations clearly to students, staff, and parents (Newman, 2002; Newman & Wehlage 1995). Such schools are safe places, where students feel nurtured and supported, and where parents feel comfortable participating in activities and are engaged partners in the educational process (Bliss, Firestone, & Richards, 1990; Levine & Lezotte 1990). Effective schools prioritize instruction by limiting classroom interruptions and enabling teachers to make efficient use of class time, to actively monitor student progress, and to participate in professional growth opportunities (Bliss et al., Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001).

The evaluation examines whether new charter schools are successful in designing and implementing effective educational programs (Research Question 4). This chapter focuses on how new charter schools establish their educational programs, and considers whether schools are effective at communicating their missions and expectations for student success, creating safe and orderly environments, and providing opportunities for parent involvement. Chapter 7 addresses issues related to classroom instruction, including the design of instructional programs, teacher professional development, and the use of instructional time in new charter school classrooms.

DATA SOURCES

The chapter relies on data collected from spring 2009 surveys of principals, teachers, students, and parents of students attending new charter schools. Survey results are presented separately for open-enrollment charter schools and campus charter schools and are disaggregated by generation. The chapter also incorporates information gathered during site visits to a set of seven Generation 13 charter schools conducted during the 2008-09 school year. Site visits included interviews with school administrators, as well as focus group discussions with teachers and students. As noted in chapter 5, many respondents in site visit interviews focused on the challenges new charter schools experienced in getting started, and discussions of case study findings presented in textboxes throughout this chapter reflect this emphasis. Information about the identification of case study schools, site visit activities, and an overview of each charter school program are included in Appendix A. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental data tables, and copies of respective surveys are included in Appendix C (principal survey), Appendix D (teacher survey), Appendix E (student survey), and Appendix F (parent survey).

ESTABLISHING THE SCHOOL MISSION AND HIGH EXPECTATIONS FOR STUDENTS

The research on effective schools finds that a clearly articulated educational mission that is understood by students and staff, as well as high expectations for student success are integral to designing high quality educational programs (Newman, 2002; Newman & Wehlage, 1995). In such programs, school leaders communicate educational goals and expectations to teachers, students, and parents, and student achievement is the shared responsibility of each group of stakeholders. In order to assess new charter schools' effectiveness in establishing their educational missions and expectations for student achievements, the principal survey asked respondents to describe schools' educational missions and goals and asked teachers whether missions and goals were clearly communicated. The following sections

discuss survey findings and address the role of school leadership in establishing strong charter school programs.

Charter School Missions

The principal survey asked respondents to identify their school's mission from a list of common charter school program types and included an open-ended item in which principals could enter missions not included on the list. Principals were permitted to enter multiple responses (e.g., gifted and talented program and a program focused on the liberal arts). The following sections present open-enrollment charter school principals' responses sorted in terms of the "All Respondents" column and results for campus charter schools. Table C.8 in Appendix C presents results aggregated across both types of charter school.

Open-enrollment charter schools. As presented in Table 6.1a, principals of elementary and middle school open-enrollment charter schools tended to emphasize missions focused on college preparation (47%), science and technology (29%), or "other" goals (29%). In written responses identifying other missions, elementary and middle school principals described programs focused on constructivist learning theory, fine arts, special education inclusion, literacy skills, and inquiry-based learning. The survey responses of high school principals identified goals that addressed preparing students for postsecondary opportunities, including college preparatory programs (78%), career or vocational schools (44%), as well as programs focused on science and technology and advanced coursework (33% for each).

Table 6.1a. Open-Enrollment Charter Schools' Mission and Goals, as a Percentage of Respondents by Generation, 2008-09

Mission	Generation 11 Principals	Generation 12 Principals	Generation 13 ^a Principals	All Respondents
<i>Elementary and Middle School Programs</i>	<i>(n=3)</i>	<i>(n=9)</i>	<i>(n=5)</i>	<i>(N=17)</i>
College preparatory program	66.7%	44.4%	40.0%	47.1%
Focus on science and technology	33.3%	44.4%	0.0%	29.4%
Program for at-risk students	0.0%	22.2%	20.0%	17.6%
Gifted and talented program	0.0%	22.2%	0.0%	11.8%
Focus on liberal arts	0.0%	22.2%	0.0%	11.8%
Other	33.3%	22.2%	40.0%	29.4%
<i>High School Programs</i>	<i>(n=3)</i>	<i>(n=1)</i>	<i>(n=5)</i>	<i>(N=9)</i>
College preparatory	100.0%	0.0%	80.0%	77.8%
Technical or career preparation	66.7%	0.0%	40.0%	44.4%
Focus on science and technology	66.7%	0.0%	20.0%	33.3%
Focus on advanced coursework (AP or IB)	33.3%	0.0%	40.0%	33.3%
Dropout recovery	33.3%	0.0%	20.0%	22.2%
Focus on liberal arts	33.3%	0.0%	0.0%	11.1%
Focus on foreign languages	0.0%	0.0%	20.0%	11.1%
Other	0.0%	0.0%	0.0%	0.0%

Source: Survey of New Charter School Principals, spring 2009.

Notes. The number of respondents (N) represents the number of principals working in a school that serves students in either elementary and middle school grades or high school grades. Some schools enroll students at multiple levels (middle school and high school grades), so the number of principals responding across levels (26) is larger than the total number of open-enrollment charter school principals responding to the survey (22). Percentages will not total to 100. Principals could select more than one program type to describe their school's mission and goals.

^aResults for Generation 13 open-enrollment charter schools include a response from a principal at a university charter school.

Case Study Findings: Establishing the Educational Mission at Viewpoint Academy

Viewpoint Academy is part of a network of five open-enrollment charter schools that share the same college preparatory mission. All schools hold that a rigorous K-12 curriculum coupled with a culture of high expectations for student achievement will increase college going rates among low-income and minority students. In order to focus parents and students on its college preparatory mission, Viewpoint's teachers and administrators begin conversations about college planning and preparation as soon as students enroll in the school. Teachers display their diplomas in classrooms and the school hosts visits to college campuses for students in Grades 6 through 10. An administrator explained the school's expectations:

Our expectation is that all our students will go to college. It's not IF you are going to go, but WHERE you are going to go. We really push that and make sure kids understand that is what they are working toward... It gives [students] something to strive for and lets them know that we don't have any time to waste.

Viewpoint's administrators and teachers believe strongly in this mission, but underscore that building a college preparatory culture is a long term venture. School staff expected that it would take 3 years to firmly establish Viewpoint's culture of high expectations; however, some parents expected more immediate results. A school administrator explained:

[There is an] expectation that we'll be great today. That is tough. I understand...that it is a 3-year project. We are not quite college prep yet. We are laying the groundwork, but that takes time.... [Many] things have to happen before you can get the results you want to get.

Campus charter schools. Similar to open-enrollment charter schools, results presented in Table 6.1b indicate that elementary and middle school (40%) and high school (67%) campus charters commonly implemented college preparatory programs. Responses also suggest that campus charter schools addressed a variety of missions, as most principals identified more than one mission, and all elementary and middle school principals reported implementing "other" missions in addition to those listed on the survey. Principals' written responses addressing other missions described programs focused on bilingual instruction, individual learning styles, performing arts, and advanced coursework at the elementary and middle school level, as well as ECHSs at the high school level.

Table 6.1b. Campus Charter Schools' Mission and Goals, as a Percentage of Respondents by Generation, 2008-09

Mission	Generation 11 Principals	Generation 12 Principals ^a	Generation 13 Principals	All Respondents
<i>Elementary and Middle School Programs</i>	<i>(n=1)</i>	<i>NR</i>	<i>(n=4)</i>	<i>(N=5)</i>
College preparatory program	0.0%	NR	50.0%	40.0%
Program for at-risk students	0.0%	NR	50.0%	40.0%
Gifted and talented program	0.0%	NR	50.0%	40.0%
Focus on liberal arts	0.0%	NR	25.0%	20.0%
Focus on foreign languages	0.0%	NR	25.0%	20.0%
Focus on science and technology	0.0%	NR	25.0%	20.0%
Other	100.0%	NR	100.0%	100.0%
<i>High School Programs</i>	<i>(n=2)</i>	<i>(n=4)</i>	<i>(n=3)</i>	<i>(N=9)</i>
College preparatory	100.0%	75.0%	33.3%	66.7%
Focus on science and technology	50.0%	0.0%	0.0%	11.1%
Dropout recovery	0.0%	0.0%	33.3%	11.1%
Focus on liberal arts	50.0%	0.0%	0.0%	11.1%
Other	0.0%	25.0%	0.0%	11.1%

Source: Survey of New Charter School Principals, spring 2009.

Note. Percentages will not total to 100. Principals could select more than one program type to describe their school's mission and goals.

^aNR=No respondents. All Generation 12 campus charter schools that participated in surveys are high schools, serving students in Grades 9 through 12.

Case Study Findings: The Challenge of Multiple Missions in Campus Charter Schools

Similar to results presented in Table 6.1b, Columbus Charter School offers a campus charter program with multiple educational programs, including dual language instruction in Spanish or Russian and programs in the fine arts and environmental sciences. However, the costs associated with implementing such a range of programs have created challenges for the school. In interviews conducted during the 2008-09 school year, Columbus' administrators said they struggled to find funding to support the school's programs. Administrators noted that the state covers the cost of textbooks in both English and Spanish for ELLs enrolled in dual language courses but does not pay for textbooks for English speakers in the same classes. Therefore, the school had to pay for texts for its English-speaking students enrolled in the dual language program. Columbus also experienced challenges in financing its fine arts and environmental sciences programs. Administrators reported that fine arts instruction was financed largely through Parent Teacher Association (PTA) contributions and community donations, and that the environmental science program relied on donations to support student field trips during the 2008-09 school year.

Program Leadership and Communication of Goals

Charter school teachers responding to the online survey reported their level of agreement with a series of statements regarding their school's mission and goals using a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. The following sections present the mean, or average, responses for open-enrollment charter teachers and campus charter teachers. Mean values closer to 4.0 indicate higher levels of agreement and values closer to 1.0 indicate higher levels of disagreement. Responses in both tables are sorted in terms of the "All Respondents" column. Table D.13 in Appendix D presents findings aggregated across both types of charter school.

Open-enrollment charter schools. On average, surveyed open-enrollment charter school teachers agreed with each statement regarding their school's mission and goals. Teachers indicated that their schools had high standards and expectations for students (3.3 overall rating) and that administrators clearly communicated these expectations to students and staff (3.1). In addition, teachers reported that the school's mission and goals are clear to faculty (3.2), students (3.2), and parents (3.1). The pattern of responses across charter school generations indicate that Generation 11 teachers had lower levels of agreement with each statement compared to Generation 12 or 13 teachers. Further, Generation 11 teachers had the lowest level of agreement with the statement, "This school has effective leadership" (2.5). As discussed below, the low rating for Generation 11 charters may be the result of only 1 of 43 schools in which teachers were extremely dissatisfied with administrators.

Table 6.2a. Open-Enrollment Charter School Teachers' Perceptions of Their School's Mission and Goals, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
This school has high standards and expectations for students.	2.9	3.4	3.5	3.3
This school's mission and goals are clear to faculty.	2.8	3.3	3.3	3.2
This school's mission and goals are clear to students.	2.9	3.2	3.3	3.2
School administrators set high expectations and communicate these expectations to students and staff.	2.8	3.3	3.2	3.1
This school's mission and goals are clear to parents.	2.8	3.2	3.3	3.1
The community supports the school's mission and goals.	2.8	3.2	3.1	3.1
This school has effective leadership.	2.5	3.2	3.0	3.0

Source: Survey of New Charter School Teachers, spring, 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

Teachers also responded to open-ended questions that asked about the primary challenges and benefits of working in new charter schools, and responses from most open-enrollment teachers (103 respondents) indicate that administrative leadership is central to their views of employment. However, across generations, teachers were fairly evenly divided in their views of administrator effectiveness. About half of teachers who addressed leadership in written comments described capable leaders (53 teachers in 12

schools), and about half (50 teachers in 11 schools) noted problems resulting from poor leadership, although many of these comments (22) were concentrated among teachers in two schools.

Teachers who were pleased with school leadership wrote that their administrative teams were “fabulous” and “supportive,” and used “a team approach” to build a “close-knit staff.” Such teachers wrote that administrators were effective at establishing expectations and supported teacher autonomy. However, teachers in other schools raised concerns about administrator effectiveness. A teacher in one school felt threatened, noting staff had to “walk on egg shells around administration,” because they had been told, “Working at a charter, [you] have no rights. You can be fired whenever [the principal] feels like it.”

Many comments noting poor administrative leadership were concentrated in two schools. Teachers at one Generation 11 charter school described a work environment characterized by a “lack of [administrator] consistency,” “disorganization,” and “last minute planning.” “There is a very unprofessional atmosphere at the very top where it is not uncommon for...teachers to be yelled at,” wrote a teacher at the school. “When they [teachers] ask for direction, they’re told, ‘You’re a teacher. You figure it out.’” Similarly, teachers at a Generation 12 school cited “administrative leadership—or lack thereof” as the primary challenge to their employment. One teacher wrote, “[There is] no communication between principal and teachers, no cooperative planning, no input accepted from teachers and no distinct guidelines to follow... [and] no training for teachers to implement programs particular to this school.”

Campus charter schools. Similar to the results for open-enrollment charter school teachers, findings presented in Table 6.2b indicate that surveyed campus charter school teachers agreed that their schools set high standards and expectations for students (3.3 overall rating) and that administrators clearly communicated these expectations to students and staff (3.3). In addition, teachers reported that the school’s mission and goals are clear to faculty (3.3), students (3.1), and parents (3.1).

Table 6.2b. Campus Charter School Teachers’ Perceptions of Their School’s Mission and Goals, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
This school has high standards and expectations for students.	3.3	3.6	3.3	3.3
School administrators set high expectations and communicate these expectations to students and staff.	3.5	3.4	3.2	3.3
This school's mission and goals are clear to faculty.	3.6	3.4	3.2	3.3
This school's mission and goals are clear to students.	3.3	3.3	3.0	3.1
This school's mission and goals are clear to parents.	3.3	3.3	3.0	3.1
This school has effective leadership.	3.3	3.3	3.0	3.1
The community supports the school's mission and goals.	2.8	3.0	2.9	2.9

Source: Survey of New Charter School Teachers, spring, 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Campus charter school teachers also responded to open-ended items addressing the challenges and benefits of teaching in a new charter school. Relative to open-enrollment teachers, fewer campus charter school teachers (29) pointed to school leadership as the primary benefit or challenge to working at a new

charter school in their written responses. Like responses for open-enrollment teachers, responses from campus charter teachers were fairly evenly divided, with 13 teachers describing the benefits of strong leadership and 16 commenting on the challenges of working with ineffective leaders.

Teachers who described positive experiences working with school leaders, noted the benefits of “working as a team” to address a “clear mission.” One teacher wrote, “[The benefit is] a great new principal with high expectations, structure, and discipline who expresses them to faculty, students, and parents.” In contrast, teachers who were dissatisfied with administrators wrote about the “lack of communication between administration and staff,” and the challenge of working with inexperienced administrators. One teacher wrote:

A principal was assigned without any prior knowledge of [the school’s program] and with a completely different management style from the principal under whom we developed our charter goals and plan of action. Parents and teachers feel alienated and powerless.

CREATING A SAFE AND ORDERLY SCHOOL ENVIRONMENT

In addition to establishing clear missions and high expectations for student success, effective schools offer safe, orderly educational environments that are free from physical threats. Students are better able to learn when there are clear expectations for behavior and when discipline policies are consistently enforced (Bliss, Firestone, & Richards, 1990; Levine & Lezotte 1990). The spring 2009 surveys of teachers and students in Grades 6 through 12 addressed the issue of school safety and asked respondents to indicate their level of agreement with statements about the learning environment in their charter schools using a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. Teachers and students in Grades 6 through 12 responded to separate sets of statements but used the same scale to measure their levels of agreement. Students in Grades 4 and 5 responded to similar items as older students, but given differences in reading levels, were simply asked whether they *agreed* or *disagreed* with each statement or whether they were *not sure* how to respond.

The survey of students in Grades 6 through 12 also included open-ended items asking what students liked *most* and *least* about attending new charter schools and many students entered written comments addressing the school environment, their feelings of safety, and the behavior of their schoolmates. The parent and teacher surveys also included opportunities for respondents to enter open-ended comments, and some comments addressed the discipline and safety in new charter schools. Results from open-ended survey items are included in the discussion that follows and provide more detailed information about new charter school learning environments.

The following sections present the mean, or average, responses to survey statements addressing charter school environments for teachers and students (Grades 6 through 12) in open-enrollment charter schools and in campus charter schools. Values closer to 4 indicate stronger levels of agreement and values closer to 1 indicate stronger levels of disagreement. In each table, teacher and student responses are sorted in terms of the “All Respondents” column. (Table D.12 in Appendix D presents results for teachers aggregated across both types of charter school, and Table E.27 in Appendix E presents results for students aggregated across both types of charter school.) The responses for students in Grades 4 and 5 are included in the discussion of results, but are not presented in table format in this chapter (Table E.19 in Appendix E presents survey findings for students in Grades 4 and 5 disaggregated by school type and generation). The sections following tabular presentations of survey results describe open-ended comments addressing school safety and student discipline issues.

Open-Enrollment Charter Schools

Results presented in Table 6.3a indicate that teachers and students in open-enrollment charter schools have somewhat different perceptions of their school environments. Overall, surveyed teachers had relatively high average levels of agreement with statements addressing school safety and the learning environment. On average, teachers generally agreed that staff, students, and visitors felt safe on campus during and outside of regular school hours (3.4 overall rating for each statement), and teachers agreed that school facilities were clean (3.2) and well-managed (2.9). Notably, open-enrollment teachers expressed the lowest level of agreement with the statement indicating that students were *not* disruptive during class (2.3).

Students' responses indicated agreement about the safety of their school environments (2.9) and the interest of their peers in learning (2.5). Among student respondents in Grades 4 and 5, 81% agreed that teachers knew their name, 61% agreed that they felt safe in school, but less than a third (32%) agreed that other students in their charter school "like learning." (See Table E.19 in Appendix E.)

Table 6.3a. Open-Enrollment Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environment, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11	Generation 12	Generation 13 ^a	All Respondents
Teacher Survey	(n=43)	(n=79)	(n=68)	(N=190)
School staff, students, and visitors feel safe in the building during school.	3.3	3.5	3.5	3.4
School staff, students, and visitors feel safe in the building before and after school.	3.2	3.6	3.4	3.4
The school building is neat and clean.	3.1	3.2	3.2	3.2
The school is well managed; things work.	2.5	3.1	2.9	2.9
Student behavior problems do not disrupt instructional time.	2.4	2.1	2.4	2.3
Student Survey	(n=655)	(n=267)	(n=246)	(N=1,168)
Most teachers at this school know my name.	3.3	3.4	3.3	3.3
I feel safe at this school.	3.0	2.8	2.7	2.9
Students in this school are interested in learning.	2.6	2.3	2.4	2.5

Source: Survey of New Texas Charter School Teachers, spring 2009; Survey of New Texas Charter School Students (Grades 6-12), spring 2009.

Notes. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charter schools include the responses of teachers working at a university charter school. The university charter school does not serve students in Grades 6 through 12, so no university charter school student responses are included in results.

Many students in open-enrollment charters entered written comments describing school environments (714 positive comments and 695 negative comments) in response to open-ended survey items asking what

they liked most and least about their school. The sections that follow describe common themes in students' written responses.

Smaller school environments. The comments of many students attending open-enrollment charters indicated that students felt safe in smaller schools where school staff and other students know them. "It's small and everyone knows you," wrote a middle school student in one open-enrollment charter. A high school student attending another charter shared a similar view, "[the school] is small so everyone knows everyone and everyone tries to help everyone." A student in another charter wrote that his school provided "smaller more personal classes" with a "reduced stress environment."

Similar peers. Students also wrote that they felt comfortable because they attended school with students like themselves, who were academically motivated and respectful of their teachers and classmates. "I get to be with people like me," explained one such student. "You can be yourself," wrote a high school student in another charter. Another student in the same school agreed, noting "No one is left out or judged." "At this school it is like everyone is a big family," wrote a student in another school, "so at this school, everyone cares about each other." "There were not a lot of people like me at my old school," wrote a student at another charter.

Safer than previous school. Across generations, the comments of students in several open-enrollment charters indicated that they felt their school was safer than their previous school. One student noted "no one bullies any one here." A student in another school appreciated that there were "no drugs, guns, knives, or fights" at the school, and a middle school student attending a different school wrote, "What I like best is that I don't see people doing drugs and stuff."

Bullying and fighting. However, not all students attending new open-enrollment charter schools experienced respectful classmates and safe school environments. Students in several charters complained of bullies and noted that frequent fights created problems. "The students are bad," explained a student attending a college preparatory program, "they curse, kiss, fight, and make fun of people." A student in another charter experienced similar problems, noting "Some students are mean and start fights."

Case Study Finding: The Value of Similar Peers in Canyon Academy

In response to a question asking about the differences between their open-enrollment new charter school and their previous school, Canyon Academy middle school students participating in a spring 2009 focus group spoke of the benefits of attending school with students who were like themselves. "[Traditional] public schools seem to be designed to try to get people who don't want to learn to learn. And here it's really easy," said one student. "It's easier than a [traditional] public school because kids actually want to learn," explained another student, "I wouldn't be able to focus on the academics [at my old school]." Another student commented, "I feel this school is much safer than a [traditional] public school because everyone is here to learn."

Campus Charter Schools

Similar to the findings for open-enrollment charter schools, results presented in Table 6.3b indicate that campus charter teachers expressed higher levels of agreement about the safety of their school environments than students. On average, campus charter school teachers agreed that their schools were safe during (3.3 overall rating) and outside (3.2) regular school hours and that schools were clean (3.2) and well managed (3.0). Like their counterparts in open-enrollment charters, teachers in campus charter schools expressed the lowest level of agreement (2.2) with the statement indicating that students' behavioral problems did *not* disrupt class.

Campus charter students generally agreed that their teachers knew them by name (3.3 overall rating), but expressed low overall levels of agreement with statements indicating that their schools were safe (2.8) and

their peers were interested in learning (2.5). Most campus charter students in Grades 4 and 5 (80%) agreed that they felt safe at school and that teachers knew their name (75%), but less than half (46%) felt their classmates liked learning. (See Table E.19 in Appendix E.)

Table 6.3b. Campus Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environment, as a Mean of Respondents by Generation, 2008-09

Statement on	Generation 11	Generation 12	Generation 13	All Respondents
Teacher Survey	(n=27)	(n=25)	(n=155)	(N=207)
School staff, students, and visitors feel safe in the building during school.	3.5	3.5	3.2	3.3
The school building is neat and clean.	3.2	3.5	3.2	3.2
School staff, students, and visitors feel safe in the building before and after school.	3.3	3.3	3.1	3.2
The school is well managed; things work.	3.2	3.3	2.9	3.0
Student behavior problems do not disrupt instructional time.	2.3	3.0	2.1	2.2
Student Survey	(n=389)	(n=562)	(n=2,156)	(N=3,107)
Most teachers at this school know my name.	3.4	3.6	3.1	3.3
I feel safe at this school.	3.1	3.2	2.7	2.8
Students in this school are interested in learning.	3.1	2.9	2.3	2.5

Source: Survey of New Texas Charter School Teachers, spring 2009; Survey of New Texas Charter School Students (Grades 6-12), spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Students attending campus charters also entered written comments addressing their school environments (2,608 positive comments and 2,443 negative comments) in response to open-ended survey items probing what they liked most and least about their schools. Similar to students in open-enrollment charter schools, some students attending new campus charters felt they were in safer school environments, while others experienced challenges related to the behavior of other students and school discipline policies. As discussed below, students attending campus charters tended to experience more serious discipline challenges, including gangs, drugs, and vandalism, than their counterparts in open-enrollment charters. Notably, students' comments noting disciplinary issues in campus charters were limited to Generation 11 and 13 campus charters. All Generation 12 schools that participated in the student survey were ECHS programs, and students in these schools did not describe the same challenges in terms of student behavior.

Discipline challenges in conversion campus charters. The comments of many students attending a set of conversion campus charter schools described severe problems in terms of drugs, vandalism and violence. Students in one school wrote that they disliked "all of the gangs and drugs," "the violence," and "the peer pressure." Another student at the same school wrote, "There are plenty of behavior problems and when somebody tells [the students] to stop, they don't stop, even if the police tell them." At another campus charter, a student wrote, "The students are terrible" and "do dangerous things." A student at yet another school wrote, "[I dislike] the conflict. You walk by and people curse at you or punch you for no reason." Another student attending the school, who enjoyed creating the "conflict," described the lack of consequences for negative behaviors. The student explained, "[I like] that when you get in fights you don't get in as much trouble." A student in another conversion charter school wrote that discipline issues

affected students' ability to learn, commenting "I dislike the fact that there is still fighting and kids think that they are cool. It causes me more stress and makes [it] really hard to learn."

In open-ended responses to the teacher survey, several of the teachers working at these schools indicated that the discipline challenges were causing them to look for another position for the 2009-10 school year. Surveyed parents were also aware of problems, noting discipline as an "area of deficiency" at their charter school. One such parent said, "Students are fighting every day," and another parent commented, "Some children act as if they are in gangs." Three campus charter parents felt that schools needed to increase staff and surveillance "to help them [staff members] handle discipline," as well as to monitor drug problems.

To some extent, the differences in open-enrollment and campus charter students' experiences may be explained by the processes that guide student enrollment in each type of school. Because open-enrollment charter schools are entirely new schools that do not operate within district defined attendance zones, all students attending such schools are there because they or their parents *chose* the school. And in choosing schools, parents and students also select peer groups that have similar educational goals and interests, which likely leads to fewer student conflicts. However, campus charter schools are required to give neighborhood students priority in enrollment, and many students attend campus charters not by choice but simply because it is their local school. A campus charter school teacher responding to the teacher survey explained that "[many] students have our school as their home [neighborhood] school and are not there for the charter school," noting these students did not "buy-in" to the "charter mentality." When campus charters are located in neighborhoods with issues related to gangs and drugs, it seems likely that these problems also will infiltrate schools.

Case Study Findings: The Challenge of Serving Concentrated Populations of At-risk Students

SPCHS is a contract campus charter focused on serving at-risk high school students, which created challenges for teachers in terms of student behavior. "[At a] regular school you have more students, but only a few with problems," explained focus group teachers in fall 2008. "Here, it is more of a concentration of students with problems." SPCHS's mission of serving at-risk students means that it does not take the same type of disciplinary actions when students misbehave (e.g., expulsion), and teachers said the lack of consequences fueled some students' inappropriate behaviors. "Kids here know they are at 'high risk'" said focus group teachers, "so they won't be expelled from school... and they think it's OK and keep acting up. In a regular school they would be in [in-school suspension] or expelled."

Early college high schools. Although the ECHSs included in this report are campus charters, they do not function as neighborhood schools. All of the campus charter ECHSs included in the evaluation are located on or near the campus of a community college or a 4-year college, and students who attend them do so by deliberate choice. In choosing to attend an ECHS rather than a traditional district high school, students also select peer groups with similar academic goals. These differences suggest that student experiences in ECHSs may be closer to those of students in open-enrollment charters than those of students attending conversion campus charters that also act as neighborhood schools. The comments of students attending ECHSs support this thinking. For example, one campus charter student attending an ECHS wrote, "What I like most is that I [am] among smart peers that have the desire to learn, like me." A student in another ECHS noted, "The environment is more serious and [student] conduct is better." An ECHS student attending a different school noted, "Everyone knows everyone and since we all have similar goals, it's easier to encourage one another."

ECHS programs are also small schools, with enrollments limited to about 100 students in each grade level. Students attending ECHS campus charters commented that small school environments contributed to their feelings of safety. "The small school environment helps you to be yourself," wrote one such

student. Other students in the school agreed, noting they felt more “confident” and “comfortable” attending the charter school. A student in another school commented that her ECHS “has a smaller student body, so it’s not as hectic as a regular high school.”

PARENT AND COMMUNITY SUPPORT

Effective schools also build strong relationships with the local community and engage parents as partners in educating students. School staff communicate with parents frequently in order to clarify expectations and educational goals (Levine & Lezotte, 1990). Some research on charter schools suggests that parents may become more involved in school activities when they actively choose a charter school rather than enrolling their child in a district assigned school (Becker, Nakagawa, & Corwin, 1997; Finn, Manno, & Vanourek, 2000); however, other research indicates that parents who choose their schools do not necessarily become more engaged in school activities, finding that parents may feel that the simple act of choosing is sufficient support for students’ education (Cooper, 1991). The following sections describe teachers’ and parents’ perceptions of parent and community involvement in new charter schools and compare parents’ involvement in new charter schools with their involvement at their child’s previous school.

Teachers’ Views of Parent and Community Support

In order to determine the level of parental involvement across new charter schools, the survey asked teachers to indicate their level of agreement with a series of statements regarding parent and community support at their school. Mean ratings are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. Values closer to 4 indicate stronger levels of agreement and values closer to 1 indicate stronger levels of disagreement. The following sections present open-enrollment charter school teachers’ responses sorted in terms of the “All Respondents” column and the same information for campus charter school teachers. (Table D.12 in Appendix D presents results aggregated across both types of charter school.)

Open-enrollment charter schools. As presented in Table 6.4a, open-enrollment charter school teachers agreed that school staff, parents, and community members worked collaboratively towards common goals for student success. Across generations, teachers reported higher levels of agreement with statements describing communication and cooperation between parents, administrators, and teachers to “ensure student success” (3.3 overall rating). Teachers also agreed that parents and community members fundraised (3.2), volunteered (3.1), and attended school activities (3.0), although Generation 11 teachers tended to have lower levels of agreement than their Generation 12 and 13 counterparts, which may indicate that parent involvement decreases as schools become more established. Notably, teachers in each generation reported the lowest levels of agreement with the statement, “Parents participate in school decision making” (2.5).

In written responses to open-ended survey items asking about the challenges and benefits of working in a new charter school, 18 open-enrollment teachers commented on parent involvement and support. Across generations, 10 teachers described “supportive parents” as the primary advantage to working in a charter school. One teacher wrote, “I love my parents!” Another teacher reported, “Parents are generally interested and concerned with their [child’s] performance.” In contrast, eight teachers cited the lack of parental involvement as the primary challenge to charter school education. One such teacher wrote “[parents] don’t seem to care.”

Table 6.4a. Open-Enrollment Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents, 2008-09

Parent Activity	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
School administrators communicate often with parents.	3.1	3.4	3.3	3.3
Teachers and parents work together to ensure student success.	3.0	3.3	3.4	3.3
Parents and community members volunteer time for school fundraising efforts.	2.8	3.2	3.4	3.2
Parents and community members volunteer time to work in the school.	2.9	3.2	3.2	3.1
Parents and community members attend school meetings and activities.	2.7	3.0	3.3	3.0
This school has a positive relationship with the local school district(s).	2.6	2.9	2.8	2.8
Parents participate in school decision making.	2.1	2.6	2.7	2.5

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

Case Study Findings: Parent Involvement at Viewpoint Academy

Administrators and teachers at Viewpoint Academy, an open-enrollment charter, said that parent involvement varied across the 2008-09 school year. In its first year of operation, Viewpoint had a core of highly involved parents, but also had parents who only interacted with the school when there was an issue with their child, and it had some parents who were never involved. Viewpoint administrators encourage parents to visit classrooms and observe instruction, and parents may access information about their child's academic progress thorough a portal on the school's website. As a condition of enrollment, parents are asked to commit to volunteer 10 hours each semester, but administrators said they had no way to enforce this requirement. Viewpoint's Parent Teacher Organization (PTO) helped to facilitate parent volunteerism and recruited parents to assist with fundraising, car pooling, copy room assistance, teacher appreciation activities, and other tasks.

Campus charter schools. Similar to findings for open-enrollment charter schools, Table 6.4b indicates that campus charter school teachers agreed that schools communicated with parents (3.2 overall rating) and that parents and community members fundraised (2.9), volunteered (2.9), and attended school activities (2.7). Campus charter teachers were more likely to agree that their schools had positive relationships with the local school districts than open-enrollment teachers (3.1 vs. 2.8 overall ratings), which is likely a reflection of local district support for campus charters. Consistent with open-enrollment teachers (see Table 6.4a), campus charter teachers reported the lowest levels of agreement with the statement, “Parents participate in school decision making” (2.5). On average, campus charter school teachers reported lower levels of agreement with each statement about parent involvement than open-enrollment teachers.

Campus charter parents’ lower levels of engagement is noteworthy given that many campus charters have been created through a district conversion process that requires that parents and teachers petition the district requesting charter status. The parent involvement component of the charter conversion process is designed to ensure parent buy-in to campus charter programs and seems likely to encourage greater parent involvement in campus charter school activities. However, as noted in the previous section discussing student discipline issues in campus charters, conversion campus charters continue to serve as neighborhood schools and are required to give priority in enrollment to students who live in district-defined attendance zones. According to campus charter school staff, many students who attend campus charter schools do so simply because it is their neighborhood school, and not because they or their parents chose the school. This finding suggests that parents who actively choose schools may have higher levels of involvement in school activities, and tends to support theories that advocate increased parent involvement as a benefit of school choice (Goldring & Shapira, 1993).

In response to open-ended survey items asking about the primary challenges and benefits of working in new charter schools, 14 campus charter teachers entered comments describing parent involvement. Nine teachers across generations described benefits from increased parent support and strong relationships between parents and teachers, while six teachers across generations described challenges in terms of involving parents in school activities and gaining parent support in addressing student behavior issues. Interestingly, one teacher working in an ECHS noted that parents created challenges for teachers by pushing resistant students to attend the school. The teacher wrote, “Parents force their children to come to our school when the child doesn’t want to be here or when this isn’t the best fit for the individual child.”

Table 6.4b. Campus Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents, 2008-09

Parent Activity	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
School administrators communicate often with parents.	3.3	3.5	3.1	3.2
This school has a positive relationship with the local school district(s)	3.1	3.2	3.1	3.1
Parents and community members volunteer time for school fundraising efforts.	3.0	2.7	2.9	2.9
Parents and community members volunteer time to work in the school.	2.9	2.7	2.9	2.9
Parents and community members attend school meetings and activities.	2.8	2.9	2.7	2.7
Parents participate in school decision making.	2.5	2.5	2.6	2.5

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Parents' Views of Their Involvement in School Activities

In response to the spring 2009 survey, parents of students attending new charter schools reported whether they participated in school activities and whether they provided support for student learning at home. The survey asked parents whether they participated in these activities at their current charter and at the previous school their child attended. The following sections present the responses of parents of students attending open-enrollment charter schools sorted in terms of the "All Respondents" column and the same information for parents of students attending campus charter schools. Table F.13 in Appendix F presents results aggregated across both types of charter school.

Open-enrollment charter schools. As presented in Table 6.5a, open-enrollment parents reported generally high levels of involvement in their new charter school and at their child's previous school. A majority of respondents said they participated in activities that directly involved their child's education in their current charter school. Such activities included communicating with the child's teacher (92% overall), assisting with homework (92%), and attending parent-teacher conferences (91%), but levels of participation dropped when activities moved beyond supporting their child's academic progress. For example, smaller percentages of parents volunteered in charter schools (53%), attended school board meetings (30%), participated in program or curriculum decisions (16%), and served on a site-based committee (10%) in their current school.

Some interesting trends emerge in terms of differences between parents' involvement at their children's previous schools and their new open-enrollment charters. Across generations, parents indicated that they were less likely to assist their children with homework, attend parent-teacher conferences, and read with their children at home than they were when their children attended previous schools. Across generations, parents indicated greater involvement at their current charters in terms of signing a contract agreeing to participate in the child's education, helping with fundraising, assisting with college planning, attending school board meetings, helping make educational decisions, and serving on governing boards. Research suggests that charters are more proactive in developing parent involvement policies than traditional district schools (Bulkey & Wohlstetter, 2004; Finn, Manno, & Vanourek, 2000), which is reflected in survey findings in the larger percentage of parents who signed participation contracts in charter schools

relative to their previous school (80% vs. 63%, overall). Parents' increased involvement in some other *observable* school-based activities (e.g., board meetings, fundraising, curricular decision making activities) may be the ancillary effects of parent participation contracts. That is, parents' increased involvement in these activities may reflect efforts to meet the terms of parent participation contracts.

Table 6.5a. Parent Participation and Involvement in Child's Previous School and New Open-Enrollment Charter School, 2008-09

Parent Activity	Generation 11 Parents (n=105)		Generation 12 Parents (n=63)		Generation 13 ^a Parents (n=44)		All Respondents (N=212)	
	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Communicated with teachers or administrators by telephone or in writing	90.3%	90.5%	95.6%	95.2%	90.3%	90.9%	91.7%	91.9%
Assisted with or monitored your child's homework at home.	89.2%	88.6%	100.0%	96.8%	96.8%	90.9%	93.5%	91.5%
Attended parent-teacher conferences.	96.8%	89.5%	100.0%	92.1%	96.8%	93.2%	97.6%	91.0%
Observed/ visited my child's classroom.	86.0%	75.2%	95.6%	95.2%	93.5%	90.9%	89.9%	84.4%
Tutored your child at home using materials and instructions provided by the teacher.	79.6%	81.7%	93.3%	85.7%	87.1%	84.1%	84.6%	83.4%
Signed a contract or agreement about participation in my child's education.	62.4%	77.9%	55.6%	76.2%	74.2%	88.6%	62.7%	79.6%
Read with your child at home.	68.8%	62.9%	88.9%	82.5%	83.9%	79.5%	76.9%	72.2%
Helped with fundraising.	61.3%	65.7%	64.4%	74.6%	54.8%	79.5%	60.9%	71.2%
Attended PTA meetings.	60.2%	61.9%	48.9%	55.6%	61.3%	75.0%	57.4%	62.7%
Assisted your child in making college plans and choosing courses to support these plans.	55.9%	66.3%	32.6%	42.9%	38.7%	54.5%	46.7%	56.9%
Volunteered for school activities.	45.2%	36.2%	51.1%	69.8%	48.4%	67.4%	47.3%	52.6%
Attended a school board meeting.	18.3%	24.8%	20.0%	34.9%	25.8%	34.1%	20.1%	29.7%
Helped make educational program or curricular decisions.	9.7%	12.4%	11.1%	14.3%	12.9%	25.0%	10.7%	15.6%
Served as a member of the school's governing board or school-related committee.	1.1%	6.7%	11.1%	12.7%	6.5%	15.9%	4.7%	10.4%

Source: Survey of New Charter School Parents, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Parents were provided with an opportunity to comment on their experiences with their new charter school in response to an open-ended survey item. Across generations, five open-enrollment parents commented that weak communication from school staff discouraged their involvement in their student's education.

One parent noted that school personnel were “not giving enough information for the parents” to support their child’s education, and another commented, “Teachers need to contact me to talk about my child.”

Campus charter schools. As presented in Table 6.5b, parents of students attending campus charter schools reported lower average participation rates than parents of students attending open-enrollment charter schools across most activities. Additionally, parents of students attending campus charter schools reported lower levels of participation in most activities at their children’s current campus charters relative to their previous schools. These findings are consistent with teachers’ views of parental involvement, which suggest that relative to open-enrollment parents, the parents of campus charter students tended to be less involved in school activities (see Tables 6.4a and 6.4b). To some extent, the reduced levels of parent involvement in campus charter schools may reflect differences in ages of students served by campus and open-enrollment charters. As discussed in chapter 2, new campus charter schools enrolled larger proportions of students in Grades 6 through 12 (64% of total enrollment [see Table 2.5b]), while new open-enrollment charters enrolled larger proportions of students in Grades K through 5 (57% of total enrollment [see Table 2.5a]). Some research has established that the parent involvement needs of students differ at the elementary and middle and high school levels, and that adolescents may discourage parent involvement in some school activities (e.g., chaperoning a field trip) (Hill & Chao, 2009). This thinking is supported by the notably low levels of Generation 12 parent participation in “volunteering for school activities” (18%) or “attending PTA meetings” (39%). All Generation 12 campus charter respondents were parents of adolescent students attending ECHS programs.

Table 6.5b. Parents' Perceptions: Participation and Involvement in Child's Previous School and New Campus Charter School, 2008-09

Parent Activity	Generation 11 Parents (n=82)		Generation 12 Parents (n=33)		Generation 13 Parents (n=191)		All Respondents (N=306)	
	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Communicated with teachers or administrators by telephone or in writing	98.0%	96.3%	84.8%	93.9%	89.2%	90.1%	90.5%	92.2%
Assisted with or monitored your child's homework at home.	94.1%	93.9%	87.9%	78.8%	91.7%	91.1%	91.7%	90.5%
Attended parent-teacher conferences.	98.0%	90.1%	84.8%	69.7%	90.4%	84.2%	91.3%	84.2%
Observed/ visited my child's classroom.	96.1%	90.1%	90.9%	78.8%	89.8%	81.2%	91.3%	83.3%
Tutored your child at home using materials and instructions provided by the teacher.	96.1%	92.7%	81.8%	63.6%	87.9%	81.7%	88.8%	82.7%
Signed a contract or agreement about participation in my child's education.	80.4%	75.6%	69.7%	81.8%	73.9%	75.8%	74.7%	76.4%
Read with your child at home.	82.4%	85.4%	63.6%	42.4%	86.6%	77.9%	82.6%	76.1%
Assisted your child in making college plans and choosing courses to support these plans.	58.8%	58.5%	69.7%	84.8%	60.5%	63.7%	61.4%	64.6%
Attended PTA meetings.	66.7%	62.2%	45.5%	39.4%	57.3%	63.4%	57.7%	60.5%
Helped with fundraising.	62.7%	61.0%	51.5%	42.4%	60.5%	59.5%	59.8%	58.0%
Volunteered for school activities.	27.5%	37.0%	30.3%	18.2%	35.7%	30.9%	33.2%	31.1%
Attended a school board meeting.	25.5%	14.6%	18.2%	15.2%	21.0%	18.9%	21.6%	17.4%
Helped make educational program or curricular decisions.	17.6%	4.9%	15.2%	15.2%	19.1%	11.1%	18.3%	9.8%
Served as a member of the school's governing board or school-related committee.	11.8%	2.4%	6.1%	6.1%	8.3%	3.7%	8.7%	3.6%

Source: Survey of New Charter School Parents, spring 2009.

Seven campus charter school parents, in response to an open-ended item on the parent survey, reported a lack of communication from school staff. One parent commented, "The counselor hasn't returned any of my emails or phone calls." One parent noted that parent involvement could be improved if staff sent "school event notices home ahead of time" so that parents can plan to participate. One parent was discouraged by PTA events, commenting "[it] was more like a popularity contest more than helping the kids."

SUMMARY

The differences experienced by open-enrollment and campus charter schools in establishing their educational programs highlight some of the benefits of choice-based schooling. As discussed in the chapter, many campus charter schools are converted traditional district schools that continue to serve as neighborhood schools. Such charters are required to give priority in enrollment to neighborhood students, and as surveyed teachers reported, many neighborhood students attend such charters because it is their local school, not because they have an interest in the school's charter program. In contrast, open-enrollment charters and campus charters configured as ECHSs are not bound by district defined attendance zones and all students attending such schools do so because of a deliberate choice to enroll in the school's particular educational program. The effects of differences in charter schools' enrollment practices were reflected in survey respondents' descriptions of school environments.

In choosing to attend a particular open-enrollment charter or ECHS campus charter, parents and students also selected student peer groups with similar academic goals and interests, and students in such schools commented that attending schools with students who were similar to themselves created educational environments in which it was easier to learn. Students noted that attending school with similar peers bolstered their confidence, reduced conflicts, and enabled them to focus on academic interests. In contrast, many students attending conversion campus charters reported feeling threatened by classmates who were not interested in learning and had serious discipline issues or drug problems. Teachers in these schools noted that problems were caused largely by local students who attended the school not because they were interested in its academic program, but because the school was in their neighborhood.

The choice to attend an open-enrollment charter school also appeared to affect parents' level of involvement in school activities. Teachers in open-enrollment charters reported higher levels of parent involvement in volunteer activities, such as fundraising and working in schools, than did campus charter teachers. Similarly, surveyed parents of students attending open-enrollment charters indicated higher levels of participation in school activities than surveyed campus charter parents. These results may indicate that education reforms designed to encourage parent choice may foster greater parent involvement in schooling.

CHAPTER 7

IMPLEMENTING EFFECTIVE EDUCATIONAL PROGRAMS

As discussed in chapter 6, research has identified a set of characteristics, or constructs, shared by schools that are effective at improving student outcomes. Chapter 6 examined the characteristics of new charter schools in *establishing* effective educational programs, including whether schools are successful in communicating their missions and expectations for student success, creating safe school environments, and involving parents in school activities. This chapter examines whether new charter schools are effective in *implementing* their programs and considers the instructional methods and use of time in new charter school classrooms, how new charter schools assess student performance, as well as opportunities for teacher professional development and evaluation in new charter schools.

DATA SOURCES

This chapter relies on data collected through spring 2009 surveys of principals, teachers, students, and parents of students attending new charter schools. Survey results are presented separately for open-enrollment and campus charter schools and are disaggregated by generation. The chapter also includes information gathered from the seven charter schools that participate as case study sites for the evaluation. Researchers visited case study charters three times during the 2008-09 school year and conducted interviews with principals and board members, focus group discussions with teachers and students, and observations in core content area classrooms. As in chapters 5 and 6, the case study findings presented in textboxes throughout this chapter tend to focus on the challenges new charter schools experience in getting started because interview respondents emphasized these issues in their comments. Detailed information about the case study schools, site visit activities, and the analysis of site visit data are included in Appendix A. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental tables presenting findings aggregated across both types of charter school, and copies of respective surveys are included in Appendix C (principal survey), Appendix D (teacher survey), Appendix E (student survey), and Appendix F (parent survey).

CLASSROOM INSTRUCTION IN NEW CHARTER SCHOOLS

Research on schools that are effective in improving student learning indicates that such schools maximize learning opportunities through a retained focus on instruction. Teachers in such schools ensure that class time is spent on activities that actively engage students in learning, are relevant to the curriculum, and are assessed (Levine & Lezotte 1990). The following sections present information about the types of instruction implemented in new charter school classrooms, the use of instructional time, and the level of academic rigor, measured by the intensity of students' homework assignments.

Methods of Instruction

In order to gain an understanding of how teachers deliver instruction in new charter schools, the teacher survey asked respondents to rate the extent to which they used various instructional methods in their classrooms using a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. The following sections present open-enrollment charter school teachers' mean, or average, responses sorted in terms of the "All Respondents" column, and the same information for teachers in campus charters. Findings aggregated across both types of charter schools are presented in Table D.15 in Appendix D. Values closer to 4 indicate that teachers implemented the instructional method to a large extent and values closer to 1 indicate that the instructional method was used less frequently.

Open-enrollment charter schools. As presented in Table 7.1a, open-enrollment charter school teachers across generations indicated that a variety of instructional methods were implemented in their classrooms, and that, on average, most methods were used frequently. Teachers' responses indicate that students often collaborated in pairs or groups (3.5 overall rating) and worked to improve their basic academic skills (3.5). Teachers also incorporated hands-on activities (3.3), individual assignments, interactive discussions, and one-on-one instruction often in instruction (3.2 rating for each item). Notably, teachers reported using technology, such as computers (2.7), PowerPoint presentations (2.5), and the Internet (2.4), to a smaller extent than other instructional methods, which may reflect a lack of technology resources in some open-enrollment charters. As presented in Table D.17 in Appendix D, teachers working in new open-enrollment charters reported having an average of 4.3 classroom computers during the 2008-09 school year, and 87% of teachers reported having classroom Internet access.

Table 7.1a. Open-Enrollment Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09

Instructional Method	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
Students work in pairs or small groups.	3.4	3.4	3.5	3.5
Students work to improve basic skills (e.g., reading, writing, math computation).	3.4	3.6	3.5	3.5
Students work with hands-on activities or manipulatives.	3.1	3.3	3.4	3.3
Students complete individual assignments (e.g., workbook or textbook exercise).	3.0	3.4	3.1	3.2
I guide interactive discussion with all students.	3.0	3.4	3.3	3.2
I provide one-on-one instruction.	3.2	3.2	3.1	3.2
Students apply course concepts to solve real world problems.	2.9	3.1	3.2	3.1
I direct the whole group (lecture, control pace).	2.7	3.2	3.1	3.1
Students use computers.	2.8	2.7	2.7	2.7
Students complete longer-term projects (i.e., lasting more than a week).	2.5	2.8	2.8	2.7
Students present oral reports.	2.3	2.7	2.8	2.6
I make multimedia or PowerPoint presentations.	2.3	2.3	2.8	2.5
Students use the Internet for classroom assignments.	2.4	2.3	2.4	2.4
Students set individual course goals that address the curriculum.	1.9	2.4	2.3	2.3

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*.

^aResults from Generation 13 open-enrollment charter schools include responses from teachers in a university charter school.

Campus charter schools. On average, campus charter school teachers' responses presented in Table 7.1b parallel those of open-enrollment teachers. Campus charter teachers indicated that students frequently worked in pairs or groups (3.5), learned basic academic skills (3.3), completed hands-on activities (3.3), and participated in interactive discussions (3.3). Overall, campus charter teachers also indicated that students used technology, such as computers (2.5) and the Internet (2.2), to a lesser extent than open-enrollment charter school students (2.7 and 2.4 ratings for open-enrollment charters, respectively). However, teachers in Generation 12 campus charters reported notably greater use of technology resources in instruction. The increased technology use of Generation 12 campus charter teachers, all of whom work in ECHS programs, likely reflects the expanded access to technology resources in ECHS programs. Results presented in Table D.17 in Appendix D indicate that teachers working in ECHS programs had more classroom computers (13.5 computers vs. 4.9 computers for all new campus charters) and 100% had classroom Internet access (compared to 96% for all teachers working in campus charters).

Table 7.1b. Campus Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09

Instructional Method	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
Students work in pairs or small groups.	3.6	3.6	3.4	3.5
Students work to improve basic skills (e.g., reading, writing, math computation).	3.2	3.5	3.3	3.3
Students work with hands-on activities or manipulatives.	3.4	3.0	3.3	3.3
I guide interactive discussion with all students.	3.7	3.7	3.1	3.3
Students apply course concepts to solve real world problems.	3.4	3.2	3.0	3.1
Students complete individual assignments (e.g., workbook or textbook exercise).	3.3	3.0	3.1	3.1
I provide one-on-one instruction.	3.0	2.8	3.1	3.0
I direct the whole group (lecture, control pace).	2.7	3.1	3.0	3.0
Students use computers.	3.2	3.1	2.3	2.5
Students present oral reports.	2.8	2.9	2.4	2.5
Students complete longer-term projects (i.e., lasting more than a week).	2.6	3.0	2.5	2.5
I make multimedia or PowerPoint presentations.	2.7	3.3	2.3	2.5
Students set individual course goals that address the curriculum.	2.2	2.4	2.4	2.4
Students use the Internet for classroom assignments.	2.9	3.0	1.9	2.2

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*.

Teachers' Perceptions of New Charter School Programs

The following sections describe surveyed teachers' perceptions of instruction in new charter schools, including the use of class time. The survey asked teachers to indicate their level of agreement with a set of statements about their school's instructional program using a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. The following sections present open-enrollment teachers' mean, or average, responses sorted in terms of the "All Respondents" column, and the same information for campus charter teachers. Table D.14 in Appendix D presents findings aggregated across both types of charter school. Values closer to 4.0 indicate higher levels of agreement and values closer to 1.0 indicate higher levels of disagreement. In addition, many teachers entered written comments describing aspects of the instructional program in response to open-ended survey items asking about the primary benefits and challenges of working in new charter schools. Findings from open-ended survey items are included in the discussion and provide more information about the instructional environments in new charter schools.

Open-enrollment charter schools. Results presented in Table 7.2a indicate that across generations open-enrollment teachers generally agreed that their instructional programs were implemented well. Teachers reported high levels of agreement with statements describing positive aspects of instructional programs and high levels of disagreement with statements describing negative program characteristics. For example, teachers agreed that their schools met student needs (3.1 overall rating), supported teacher autonomy (3.1), had satisfactory curriculum (3.0), and that daily classroom management activities did not interfere with instruction (3.0). Teachers disagreed that their schools lacked materials (2.4) and curriculum guides (2.1), and had large class sizes (1.9). Teachers also had low levels of agreement with statements indicating that teachers had ample planning time (2.7) and that schools' provided appropriate special education services (2.6).

Table 7.2a. Open-Enrollment Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
This school is meeting students' learning needs that were not addressed at other schools.	2.9	3.1	3.2	3.1
School administration supports teachers' autonomy.	2.6	3.3	3.1	3.1
I am satisfied with the school's curriculum.	2.7	3.2	2.9	3.0
Students usually are assigned homework.	2.5	3.3	3.1	3.0
Taking attendance and other classroom management activities do not interfere with teaching.	2.8	3.1	2.9	3.0
I have ample time for planning instruction.	2.2	3.0	2.7	2.7
There are few outside interruptions of class work.	2.3	2.6	2.7	2.6
The school provides appropriate special education services for students who require it.	2.7	2.6	2.7	2.6
I have insufficient classroom resources.	2.4	2.4	2.4	2.4
This school does not have adequate curriculum guides for the subject(s) I teach.	2.1	2.0	2.2	2.1
Class sizes are too large.	1.9	1.6	2.2	1.9

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

In response to the open-ended survey item asking about the benefits and challenges to working in new charter schools, 189 open-enrollment teachers clarified their perceptions of schools' instructional programs. Across generations, these teachers commented on planning time (29%), class size (24%), instructional resources (19%) and autonomy (17%), school curriculum (8%), and special education services (3%).

Planning time. Fifty-four teachers across generations wrote about planning time in open-end comments. About 56% of these teachers noted that generous amounts of planning time were a benefit of their work. Across generations, teachers with ample planning time considered the opportunity to collaborate with peers a primary benefit to charter school employment. One teacher wrote, "The staff is great. We all collaborate and come up with ideas to help each other." Other teachers wrote of "strong professional learning communit[ies]" in which they planned cooperatively, shared instructional strategies, and supported colleagues.

In contrast, about 44% of teachers who wrote about planning time expressed dissatisfaction. These teachers wrote that there was “no time to collaborate with colleagues,” and that they felt “isolated” in their schools. One teacher wrote:

One challenge [of working in a charter school] is trying to learn and routinely use new strategies and confer with other colleagues about how the strategies are being used in their room...and having time to discuss the advantages and disadvantages of a new idea.

Consistent with findings presented in Table 7.2a, some teachers said the lack of planning time was related to an increase in “other duties,” such as substituting for other teachers during off-periods.

Class size. Of the 45 teachers who entered comments about class size, most (87%) considered class sizes to be a primary benefit of working in an open-enrollment charter. “I love having small classes and the ability to accommodate all of my students’ learning styles,” wrote one teacher. Several teachers reported that small class sizes improved classroom management and increased teachers’ ability to react to disruptions. One teacher explained:

The small class sizes have been a benefit this year because I have had multiple students with major behavior problems in my classes.... By having fewer students to handle, I have been able to handle the students with behavioral issues.

In contrast, some teachers (13%) cited class sizes that were too large, including kindergarten classes with 27 students. One teacher noted that parents were beginning to remove students from the school because of the overcrowded environment, “Parents have pulled out their students because promises that were made...were not met, such as class size. Administrators advertise one thing, but they let more and more kids in classes, so there is the issue of quality versus quantity.”

Insufficient resources. While findings presented in Table 7.2a indicate that most open-enrollment teachers felt they had sufficient classroom resources, many teachers entering written comments reported challenges related to inadequate resources (19%). Across generations, teachers wrote that insufficient financial resources, classroom materials, and support staff were primary difficulties in working in new open-enrollment charters. One teacher noted, “Initially, start-up was a challenge...waiting for resources to arrive. You take things for granted, being at an established school, because everything is already there.” A teacher at another school described unsatisfactory conditions:

[We have] no materials or funding for materials, no technology available to students..., no training for teachers to implement programs particular to this school. [We have] extended work hours and work week with no compensation, financial or otherwise, limited physical facilities (no parking, library or restroom convenient to students or teachers).... [We have] no on-campus nurse, inadequate school cafeteria, no facilities for athletics....

A math teacher at another school wrote, “Our math books ask the students to use certain materials for certain topics, but it cannot be done because we do not have those basic materials.” Teachers reported “learning how to utilize all available resources” in order to make up for materials schools lacked. However, some teachers struggled to prepare “engaging lessons every day with the resources available.” A first-year teacher wrote, “Being a first-year teacher has been a great challenge. There were times when I needed supplies that were not available. If I had taught before, I might have had more ideas for alternative instruction methods.”

Teacher autonomy. Across generations, open-enrollment charter teachers wrote that they enjoyed greater “autonomy than in public schools.” One teacher said autonomy promoted risk-taking and experimentation, which resulted in professional growth. The teacher explained, “[I have] the flexibility and opportunity to learn and implement new strategies and ideas into the classroom...I have grown as an educator.” Teachers wrote that they were better able to meet students’ needs because they had the flexibility to alter or augment the school curriculum. According to one teacher, the greatest benefit to working in a charter school is the “freedom to teach in a way [teachers] feel is best for the students.”

School curriculum. Most teachers who wrote about curriculum expressed satisfaction; however, several teachers at three open-enrollment campuses described non-existent or ineffective academic programs. For example, one Generation 13 teacher noted, “I think there is a little bit of confusion about what objectives to cover and how to cover them.”

Special education services. In written comments, some open-enrollment teachers indicated that their schools lacked appropriate special education services. One teacher wrote;

The school does not have Content Mastery, Resource, or a Life Skills setting; only inclusion and some pull-out...I see several children not improving in the inclusion setting, yet pull-out is allowed very little.... Children are not in appropriate environments and, often, this causes problems in the classroom.

In another school, teachers without special education backgrounds wrote that they struggled to provide special education services.

Campus charter schools. Campus charter school teachers’ perceptions of their instructional programs are consistent with findings for open-enrollment charters. As presented in Table 7.2b, campus charter school teachers, on average, agreed with statements indicating effective program implementation and had lower levels of agreement with statements suggesting instructional programs were poorly implemented. Specifically, teachers agreed that their school met students’ needs (3.0 overall rating), supported teacher autonomy (3.0), and offered satisfactory curricula (3.0). Campus charter school teachers had lower levels of agreement with statements addressing insufficient classroom resources (2.3), large class sizes (2.3), and disagreed that they lacked adequate instructional materials (1.8). Campus charter school teachers reported higher levels of agreement (2.9) with the statement, “The school provides appropriate special education services for students who require it,” than open-enrollment teachers (2.6), which may reflect campus charters’ greater access to special education resources provided by their sponsoring districts.

Table 7.2b. Campus Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
This school is meeting students' learning needs that were not addressed at other schools.	2.9	3.5	3.0	3.0
School administration supports teachers' autonomy.	3.2	3.4	2.9	3.0
I am satisfied with the school's curriculum.	3.3	3.3	2.9	3.0
Students usually are assigned homework.	3.5	3.4	2.9	3.1
The school provides appropriate special education services for students who require it.	2.9	3.3	2.8	2.9
Taking attendance and other classroom management activities do not interfere with teaching.	2.7	3.0	2.8	2.8
There are few outside interruptions of class work.	2.9	3.1	2.5	2.6
I have ample time for planning instruction.	2.9	3.0	2.5	2.6
I have insufficient classroom resources.	2.4	2.1	2.3	2.3
Class sizes are too large.	2.6	1.6	2.4	2.3
This school does not have adequate curriculum guides for the subject(s) I teach.	1.6	1.4	1.9	1.8

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Teachers (122) working in campus charters also entered comments addressing their school's instructional programs in response to open-ended survey items asking about the primary benefits and challenges to working in a new charter school. Most comments (57%) addressed curricular issues, but teachers also wrote about school resources (22%) and class sizes (21%).

School curriculum. Of the 70 teachers across campus charter generations who entered comments about their schools' curriculum, most (74%) were pleased with what they were teaching. Teachers working in Generation 11 and 12 ECHS programs wrote of the benefits of providing students access to a "college campus environment." A teacher working in a Generation 12 ECHS wrote, "I have had the opportunity to help students develop the skills they will need to be the first in their families to successfully complete college." Teachers working in campus charters also commented on the benefits of working in programs with a specific focus, including dual language programs, as well as arts- or technology-based programs. Teachers who were displeased with their schools' curricula (26%) noted the challenges of teaching to students with a wide range of academic abilities and working in schools in which curricular goals were unclear.

Insufficient vs. sufficient resources. Some teachers (27) addressed school resources in open-ended comments, and most comments (63%) identified insufficient "human or financial resources" as a central challenge to their work. One teacher wrote, "Because we are a new charter, we do not have all the tools we need to be as effective as we would like." Similar to open-enrollment teachers, some campus charter teachers also lacked instructional materials. One science teacher expressed frustration in the inability to conduct experiments or labs because the school did not have any science equipment. An English/language arts (ELA) teacher reported:

There is only one computer in each classroom (for the teacher). There are no reference materials for research or even dictionaries for looking words up and the library is still not set up with one month left in the school year.

However, some teachers (36%) wrote of adequate resources. Teachers in Generation 11 and Generation 13 schools described "increased...budgets," "monies to upgrade equipment in the classrooms," and increases in "materials for children to use." One teacher wrote, "Our principal has set the standard high and allows us to utilize all the resources available to make this expectation a reality."

Class size. Twenty-five campus teachers wrote about class size in open-ended comments. Of these, most teachers (84%) described smaller class sizes as the primary benefit to teaching at the charter school. Teachers indicated the smaller size created a safe, orderly, and learner-centered environment. One campus charter school teacher wrote, "Having a more intimate setting with the students has proven to be ideal in fostering a promising learning environment." Only 12% of these teachers noted issues related to large class sizes.

Students' Perceptions of New Charter School Programs

The student surveys also asked respondents their views of the instructional programs offered in charter schools. Students in Grades 6 through 12 were presented with a list of statements about their school and were asked to indicate their level of agreement with each statement using a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. The following sections present the mean, or average, responses for open-enrollment students in Grades 6 through 12, and the same information for students attending campus charter schools. In both tables, results are sorted in terms of the "All Respondents" column. Values closer to 4.0 indicate higher levels of agreement and values closer to 1.0 indicate higher levels of disagreement. Table E.27 in Appendix E presents results aggregated across both types of charter school. In addition, students responded to open-ended items asking what they liked most and least about their charter school, and many students entered comments describing their charter

school's instructional program. These comments are included in the discussion following each table. Students in Grades 4 and 5 were presented with a similar list of statements, but given differences in reading levels younger students indicated whether they *agreed*, *disagreed*, or were *not sure* about each statement, and they did not respond to open-ended items addressing what they liked most and least about their school. Survey responses for students in Grades 4 and 5 are presented in Table E.19 in Appendix E.

Open-enrollment charter schools. Results presented in Table 7.3a indicate that open-enrollment students in Grades 6 through 12 had the highest levels of agreement with statements indicating they worked hard (3.2 overall rating), were encouraged to think about their future (3.1), and had more homework (3.1) in their new charter school. Students also agreed that they were learning more in their new school and that their teachers were helpful (3.0 rating for each item). However, student responses indicated a desire for more course offerings (3.1), and low levels of agreement with statements indicating their schools had sufficient technology resources (2.4) and extra-curricular activities (2.3). Generation 11 students tended to report greater satisfaction with their schools' programs. This may suggest that schools become more effective as they gain experience, or it may indicate that dissatisfied students leave schools within a few years, while students who are satisfied with the instructional program remain.

Table 7.3a. Open-Enrollment Charter School Students' Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09

Statement	Generation 11 Students (n=669)	Generation 12 Students (n=273)	Generation 13 Students (n=247)	All Respondents (N=1,189)
I work hard to earn the grades I get.	3.2	3.1	3.2	3.2
My teachers encourage me to think about my future.	3.2	2.8	3.1	3.1
I wish there were more courses, subjects I could choose from.	3.1	3.0	3.2	3.1
I have more homework at this school than I had at my previous school.	3.2	3.0	2.8	3.1
My teachers help me understand things we are learning about in class.	3.1	2.9	2.9	3.0
I am learning more here than at my previous school.	3.1	2.8	2.6	3.0
This school is a good choice for me.	3.0	2.8	2.6	2.9
I get a lot of individual attention from my teachers.	2.8	2.6	2.6	2.7
Other students at this school help me learn.	2.7	2.5	2.5	2.6
I have a computer available in my classroom when I need one.	2.4	2.6	2.4	2.4
This school has enough extracurricular activities.	2.4	2.4	2.1	2.3

Source: Survey of New Texas Charter School Students, spring 2009.

Note. Mean ratings for students in Grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

In response to open-ended questions asking what students like most and least about their new charter school, students attending 10 open-enrollment charter schools entered comments that addressed their school's instructional programs. As discussed in the following sections, students attending new charter schools described challenging work, encouraging and supportive teachers, variety in course selection and extra-curricular opportunities as key benefits of new charter schools.

Hard work. Students attending five new open-enrollment charter schools entered comments indicating that they worked hard for good grades and appreciated that their school had rigorous coursework and high expectations. One student wrote, "It's more challenging than my old high school. It eliminates much of the...busywork I hated in public school." A student in another school liked that the school deemphasized TAKS instruction, "This school does not teach for the TAKS. They teach their way...This school gives me a challenge." In contrast, several students attending three open-enrollment charter schools across generations commented that they weren't challenged by their coursework. "I feel like I need harder work to do so I can keep myself busy and my brain working," wrote one such student.

Encouraging and supportive teachers. Students attending eight open-enrollment charter schools across generations wrote that their experiences with supportive teachers were what they liked most about their schools. Students noted increased support with academic and personal issues, as well as one-to-one instruction. One student wrote, "Teachers help me in a way I can understand." Another student commented, "I get a lot of individual attention from my teachers. If I don't understand, they help me learn." "I like that teachers...don't teach straight from the book," wrote another. Many students noted that charter school teachers had a greater "desire" to support students and "care about helping [students] succeed."

Course selection and extracurricular opportunities. Although students attending eight open-enrollment charter schools indicated their school offered activities, clubs, or diverse courses, students attending an equal number of open-enrollment charters (eight schools) commented on the lack of variety in courses or extracurricular activities in their charter schools. According to students' responses, new open-enrollment charter schools used available resources to provide *either* activities and electives, *or* a variety of courses. Students attending three schools reporting advanced course availability also reported that there were "not enough 'fun' or 'enjoyable' activities," such as "programs or clubs." Students attending two other schools with "many activities" and clubs indicated there were "not enough courses" in their schools. One student wrote, "My biggest problem with this school is the fact that it does not have the IB [International Baccalaureate] program.... I am a strong IB supporter. If the school doesn't have IB classes by my ninth-grade year, I will transfer." A student in another school commented that the school lacked special education services, "At my old school I was a special education student and they don't have that here. I didn't pass the TAKS test and I failed."

Campus charter schools. The response patterns of campus charter students in Grades 6 through 12 presented in Table 7.3b are similar to those of students in open-enrollment charters. Campus charter students had high average levels of agreement with statements indicating that they worked hard to earn grades (3.2 overall rating), were encouraged to think about the future (3.2) and supported by their teachers (3.1), that their new charter school was a good choice for them (3.1), and they were learning more in their charter school than they did in their previous school (3.1). Like open-enrollment students, campus charter students also agreed that charter schools tended to have limited course offerings (3.0) and had lower average levels of agreement that their school offered sufficient extracurricular activities (2.4). On average, students attending Generation 13 charter schools reported lower average levels of agreement with all statements, except two—“This school has enough extracurricular activities.” and “I work hard to earn the grades I get.”—than students attending Generation 11 or Generation 12 schools, which may reflect start-up challenges in Generation 13 schools.

Table 7.3b. Campus Charter School Students’ Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09

Statement	Generation 11 Students (n=389)	Generation 12 Students (n=563)	Generation 13 Students (n=2,186)	All Respondents (N=3,138)
I work hard to earn the grades I get.	3.2	3.2	3.2	3.2
My teachers encourage me to think about my future.	3.4	3.4	3.1	3.2
My teachers help me understand things we are learning about in class.	3.3	3.2	3.0	3.1
This school is a good choice for me.	3.5	3.5	3.0	3.1
I am learning more here than at my previous school.	3.4	3.3	2.8	3.0
I wish there were more courses, subjects I could choose from.	3.2	3.1	3.0	3.0
I get a lot of individual attention from my teachers.	3.0	3.0	2.5	2.7
I have more homework at this school than I had at my previous school.	3.3	3.5	2.3	2.6
Other students at this school help me learn.	3.0	3.0	2.4	2.6
I have a computer available in my classroom when I need one.	3.0	3.1	2.3	2.5
Students in this school are interested in learning.	3.1	2.9	2.3	2.5
This school has enough extracurricular activities.	1.8	1.9	2.7	2.4

Source: Survey of New Texas Charter School Students, spring 2009.

Notes. Mean ratings for students in Grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Students attending 14 campus charter schools also entered comments describing their schools' instructional programs in response to open-ended survey items asking students what they liked most and least about their new charter school. Campus charter students described their perceptions of school curriculum, their teachers, as well as opportunities to participate in a range of courses and extracurricular opportunities.

Hard work. Students attending nine campus charters wrote that the challenging coursework offered in their school enabled them to “learn more” and that charter schools focused less on TAKS. One student wrote, “They [this school] do not focus on TAKS as much as other schools I have attended. It is the most challenging school I have been to.” Several students reported that the increased expectations resulted in increased achievement. One student wrote, “[I like] how hard they are on us—us being the students—I may complain, but it’s what got me working for once.”

Students attending five ECHS programs also commented on the increased rigor of their programs. One ECHS student wrote that college classes “are much better than high school classes. [They have] no fluff.” Another student attending the same school agreed, noting that the increased rigor reduced students’ boredom. However, not all ECHS students were happy with rigorous instruction, noting they experienced high levels of “stress” associated with fast paced instruction, and two ECHS students wrote that they were uncomfortable attending classes with college students.

Teacher characteristics. Similar to open-enrollment students, students attending 14 campus charters considered teachers to be what they liked most about attending a charter school. Across generations, students described “respectful,” “dedicated,” and “caring” teachers who differentiated instruction in ways that supported student learning. One student wrote, “I enjoy all of my teachers and I love how the teachers help, push, and encourage everyone.” However, students in six campus charters were displeased with their teachers. Such students described teachers who were “incompetent” and “mean,” and showed “evident favoritism towards certain students.” Students attending a Generation 13 school implementing a self-paced online curriculum complained that no one taught them. “[We] work on [the] computer without [any] teaching,” commented one student. “Book work would be better because there is nothing as good as an old book assignment.” Another student attending the school wrote, “We don’t learn anything.”

Course selection and extracurricular opportunities. Campus charter students attending 11 schools also entered written comments describing the curricular focus of their schools. A student attending a school emphasizing science and technology liked that the “school has other programs that other schools do not have.” A middle school student expressed appreciation for pre-AP (Advanced Placement) opportunities that were not available at the student’s previous school. Several students noted how campus charter programs helped prepare them for the future. “What I like about this school is that it is based mostly on science and, since I want to be an engineer, I think this is a good exercise for me,” wrote one student. A student attending a campus charter that offered a UIL (University Interscholastic League) sports program wrote:

There are actually two things I like here at [name of school], the sports and the academics. With the sports, I am able to be on varsity teams without the pressure of being cut, but the work pushes me to work as hard as I can to get high grades and stay on the teams.

However, students at eight schools wrote about the lack of extracurricular activities, noting that charters “lacked aspects of a normal...school,” such as sports, fine arts, and other extracurricular activities. One student wrote, “All work and no play makes me a dull boy.” A student in another school raised concerns that the lack of extracurricular activities in campus charters could affect college plans, noting “when you apply for a college or university, they look for a well-rounded student, not just good grades.” But some students felt that the absence of extracurricular programs enabled them to focus on academics. “[I like] that they don’t give you any activities to disturb your learning,” wrote one such student.

Parents' Perceptions of New Charter Schools Programs

Parents responding to the spring 2009 survey also responded to statements describing the instructional program in new charter schools using a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. As before, values closer to 4.0 indicate higher levels of agreement and values closer to 1.0 indicate higher levels of disagreement. The following sections present the mean, or average, response of parents of students attending open-enrollment charter schools sorted in terms of the “All Respondents” column, and the same information for parents of students attending campus charter schools. (Table F.12 in Appendix F presents results aggregated across both types of charter school.) The survey also included an open-ended question that asked parents if they had any additional information to share about their experiences with new charter schools, and some parents provided comments addressing the school’s instructional program. These comments are included in the discussion to provide more detailed information about parents’ views of new charter programs.

Open-enrollment charter schools. Results presented in Table 7.4a indicate that, overall, parents of students attending new open-enrollment charter schools were satisfied with their child’s school. Parents expressed high levels of agreement with statements indicating their child’s school had high expectations (3.2 overall rating) and satisfactory classroom instruction (3.2), educational (3.2) and enrichment programs (3.1). Parents also agreed that their charter school offered small class sizes (3.1), accountable staff (3.1), individualized instruction (3.1), and provided parents with sufficient information about their child’s progress (3.1). Parents had somewhat lower levels of agreement with statements addressing improvement in their child’s grades (2.9) and TAKS scores (2.9), and with statements addressing school resources, including facilities (2.9) and financial resources (2.8).

Table 7.4a. Open-Enrollment Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Parents (n=105)	Generation 12 Parents (n=63)	Generation 13 ^a Parents (n=44)	All Respondents (N=212)
This school has high expectations and standards for students.	3.2	3.1	3.3	3.2
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.1	3.2	3.3	3.2
I am satisfied with the instruction offered.	3.1	3.2	3.3	3.2
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.1	3.1	3.1	3.1
This school has small class sizes.	3.0	3.2	3.0	3.1
Teachers and school leaders are accountable for student achievement.	3.1	3.0	3.1	3.1
My child receives sufficient individual attention.	3.1	3.1	3.2	3.1
This school regularly keeps me informed about how my child is performing academically.	3.1	3.2	3.1	3.1
This school provides adequate support services (such as counseling, healthcare, social services).	3.0	2.9	3.1	3.0
The charter school meets the needs of my child that were not addressed at his/her previous school.	3.0	3.1	2.8	3.0
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	2.9	3.0	3.0
This school emphasizes educational content more than test preparation (TAAS or TAKS).	3.0	3.0	3.1	3.0
The rate of staff turnover at this school is acceptable.	3.0	3.0	3.1	3.0
I am satisfied with the building and grounds of my child's school.	2.9	2.8	3.0	2.9
My child's grades have improved since attending [school name].	2.9	2.9	2.8	2.9
My child's TAAS/TAKS scores have improved since attending [school name].	2.9	2.9	2.6	2.9
This school has sufficient financial resources.	2.9	2.6	2.8	2.8

Source: Survey of Charter School Parents, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charter schools include responses from parents of students attending a university charter school.

Some parents (27) provided open-ended comments about the instructional program in their child's charter school and although most reported positive learning environments, 12 parents expressed dissatisfaction with the instruction offered, noting concerns about teacher quality.

Campus charter schools. As presented in Table 7.4b, parents of students attending campus charter schools had responses similar to those of open-enrollment parents presented in Table 7.4a. Campus charter parents expressed high levels of agreement with statements indicating new campus charter schools had high expectations (3.1 overall rating); satisfactory instruction (3.1), educational (3.0) and enrichment programs (3.0), and support services (3.0); staff who were accountable for student outcomes (3.0) and teachers who provided individualized instruction (3.0). Campus charter parents also expressed the lowest levels of agreement with statements indicating that campus charters had sufficient financial resources (2.9) and had improved students' grades (2.8) and TAKS scores (2.8). Notably, Generation 12 parents expressed the highest levels of agreement with statements about instructional quality and that schools had high expectations for student achievement. All Generation 12 respondents were parents of students attending ECHS programs in which high school students attend classes on a college campus and participate in college level courses.

Table 7.4b. Campus Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Parents (n=82)	Generation 12 Parents (n=33)	Generation 13 Parents (n=191)	All Respondents (N=306)
I am satisfied with the instruction offered.	3.1	3.2	3.0	3.1
This school has high expectations and standards for students.	3.1	3.3	3.1	3.1
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.1	3.2	3.0	3.0
The rate of staff turnover at this school is acceptable.	3.1	3.1	3.0	3.0
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.0	2.9	3.0	3.0
I am satisfied with the building and grounds of my child's school.	2.9	3.1	3.0	3.0
This school provides adequate support services (such as counseling, healthcare, social services).	3.0	3.0	3.0	3.0
Teachers and school leaders are accountable for student achievement.	3.0	3.1	3.0	3.0
My child receives sufficient individual attention.	3.1	3.0	2.9	3.0
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	3.0	3.0	3.0
This school emphasizes educational content more than test preparation (TAAS or TAKS).	3.0	2.9	2.9	3.0
This school regularly keeps me informed about how my child is performing academically.	3.1	2.9	3.0	3.0
This school has small class sizes.	2.9	3.1	2.9	2.9
The charter school meets the needs of my child that were not addressed at his/her previous school.	2.9	3.0	2.8	2.9
This school has sufficient financial resources.	2.8	3.0	2.9	2.9
My child's grades have improved since attending [school name].	2.9	2.7	2.8	2.8
My child's TAAS/TAKS scores have improved since attending [school name].	2.9	2.8	2.8	2.8

Source: Survey of Charter School Parents, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Few parents of students attending campus charter schools provided open-ended comments describing their experiences with new charter schools. Those who did expressed concerns about school staff.

MONITORING STUDENT PROGRESS

The research on effective schools indicates that schools that are focused on student achievement frequently assess students' progress toward educational goals and use a variety of methods to measure learning gains. Teachers in effective schools use assessment information to identify areas of strength and weakness, plan instruction, and provide support to individual students (Levine & Lezotte, 1990). The sections that follow examine how new charter schools measure student progress and students' time spent on homework, which reflects schools' efforts to extend students' learning time and ensure mastery of course content.

Methods of Assessment

As a means to understand the types of student assessments used in new charter schools, teachers responding to the spring 2009 survey were asked to rate the extent to which they used a set of common assessment methods using a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. The following sections present open-enrollment charter school teachers' mean, or average, responses sorted in terms of the

"All Respondents" column, and the same information for campus charter school teachers. (Table D.16 in Appendix D presents results aggregated across both types of charter schools.) Values closer to 4.0 indicate assessments are frequently used and values closer to 1.0 indicate assessments are used to a lesser extent. The survey also included an open-ended item in which teachers could enter "other" assessment methods.

Monitoring Student Performance in SPCHS

SPCHS's goal is to provide an environment where at-risk students may recover lost credits and accelerate their high school programs. To this end, students attend school in nine 4-week terms and complete a self-paced, online curriculum. Students from multiple grade levels attend class together, and because instruction is self-paced, individual students vary in terms of their placement within the curriculum. Most of SPCHS students' class time is spent working independently on computer-based curricular units. In order to receive credit for a unit, students must pass an end-of-unit exam. Students are provided with three opportunities to take exams; however, teachers are required to monitor students' test scores and approve each online administration of a test. During lessons observed in November of 2008, students appeared to be skipping course content and moving directly to the end-of-unit online exams, and teachers approved the retaking of tests without monitoring testing outcomes. Some students learned test answers through a process of trial and error, without mastering course content. Further, student workstations were in close proximity to one another, and many students looked at neighboring computer screens or asked classmates for answers to the end-of-unit exams. Students who moved through online curricula quickly were expected to read or complete work for another class. In focus group discussions, teachers questioned SPCHS's commitment to offering a rigorous academic program, noting the school's policy is to allow students to advance even if they had failed a course prerequisite. Teachers say this policy is "setting them [students] up for failure."

Open-enrollment charter schools. As presented in Table 7.5a, teachers indicated that some of the most frequently used assessments required student demonstrations and application of knowledge, including performances (3.1 overall rating), projects (2.9), writing samples (2.8), oral presentations (2.7), and teachers frequently created their own tests (3.0). Student portfolios (2.6) and tests created by an external entity, such as standardized tests (2.6) and publisher-created tests (2.5), were used less frequently. However, teachers' comments in response to "other" types of assessment suggest standardized tests were more common than the survey results indicate, as most teachers (9 of 13 teachers providing other methods) described using the Iowa Test of Basic Skills (ITBS), Texas Primary Reading Inventory (TPRI), and TAKS benchmark tests.

Table 7.5a. Assessment Methods Used by Open-Enrollment Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2008-09

Method of Assessment	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
Student demonstrations or performances	2.9	3.1	3.2	3.1
Teacher-made tests	2.7	2.9	3.3	3.0
Student projects	2.7	2.9	3.0	2.9
Student writing samples	2.7	2.8	2.9	2.8
Student oral presentations (alone or in groups)	2.6	2.8	2.7	2.7
Standardized tests (TAKS)	2.8	2.4	2.6	2.6
Student portfolios	2.3	2.7	2.6	2.6
Textbook or publisher provided tests	2.6	2.8	2.0	2.5
Other	2.2	2.1	1.9	2.0

Source: Survey of New Charter School Teachers, spring 2009.

Notes. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. "Other" measures included Iowa Test of Basic Skills ITBS, Texas Primary Reading Inventory TPRI, and teacher observation of student conduct, student participation, and cooperative learning.

^aResults for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

Campus charter schools. Similar to open-enrollment teachers, campus charter teachers relied on teacher-made tests (3.1), student performances (3.0), and student writing samples (3.0) to assess student progress (see Table 7.5b). Campus charter school teachers reported using standardized tests more often than open-enrollment teachers (2.9 vs. 2.6 for open-enrollment charters) and eight campus charter school teachers who reported using “other” methods of assessment (of 15 providing clarification) identified standardized tests, such as TPRI, benchmark tests, Texas Assessment of Knowledge and Skills—Alternate (TAKS-Alt), and district interim tests. The extent to which campus charter schools used standardized testing to monitor student performance may suggest that campus charter schools, as part of a district, face greater pressure to emphasize TAKS performance than open-enrollment charter schools that operate outside of traditional district structures.

Table 7.5b. Assessment Methods Used by Campus Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2008-09

Method of Assessment	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
Teacher-made tests	3.1	3.4	3.1	3.1
Student demonstrations or performances	3.3	2.9	3.0	3.0
Student writing samples	3.4	3.0	3.0	3.0
Standardized tests (TAKS)	2.7	2.8	2.9	2.9
Student portfolios	2.7	2.3	2.8	2.7
Student projects	3.0	3.0	2.6	2.7
Textbook or publisher provided tests	2.6	2.2	2.7	2.6
Student oral presentations (alone or in groups)	2.9	2.9	2.4	2.5
Other	1.7	2.8	2.7	2.5

Source: Survey of New Charter School Teachers, spring 2009.

Notes. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. “Other” measures included Texas Primary Reading Inventory, benchmark tests, Texas Assessment of Knowledge and Skills—Alternate, “group projects,” curriculum-based assessments, teacher observation (student conduct, student participation, and Child Observation Records), cross-curriculum connections, and district-created measures.

Homework

The survey also asked students in Grades 6 through 12 to indicate how much time they spent on school work completed outside of class, or homework, and some students entered written comments addressing homework assignments in response to open-ended survey items asking what students liked most and least about their schools. The sections that follow discuss survey findings for students attending open-enrollment and campus charter schools. (Aggregated survey results are presented for students in Grades 6 through 12 in Table E.24 in Appendix E.)

Open-enrollment charter schools. As presented in Table 7.6a, the largest proportion of students attending open-enrollment charter schools reported that they spent between 30 and 60 minutes completing homework each day (39%). Approximately one third of students (32%) spent more than an hour on homework.

Table 7.6a. Time Open-Enrollment Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09

Time	Generation 11 Students (n=683)	Generation 12 Students (n=279)	Generation 13 Students (n=253)	All Respondents (N=1,215)
Less than 30 minutes	26.2%	31.9%	34.4%	29.2%
30-59 minutes	34.1%	46.6%	43.1%	38.8%
1-2 hours	25.0%	14.3%	16.6%	20.8%
More than 2 hours	14.6%	7.2%	5.9%	11.1%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The number of respondents (N) represents the number of students responding to this item. The (N) is lower than the student response rate to the survey.

Students attending two Generation 12 open-enrollment charter schools described increased homework as the primary challenge to attending a new charter school. One student wrote, “My biggest problem is homework. We have homework every night in almost every subject and it takes us forever to finish it.” A student in another Generation 12 school wrote that the amount of homework required “stay[ing] up until the mid-hours [sic] doing it.”

Campus charter schools. Findings presented in Table 7.6b indicate that the largest proportion of surveyed campus charter students (43%) spent less than 30 minutes on homework. On average, campus charter students spent less time on homework than open-enrollment students, with about 80% of campus charter students spending less than an hour on homework compared to 68% of students in open-enrollment charters. However, the campus charter average response is distorted by the responses from the large number of students attending Generation 13 schools. Students in Generation 11 and 12 schools spent notably more time on homework than their Generation 13 counterparts. As noted earlier, all Generation 11 campus charters responding to the survey and most (67%) Generation 12 campus charters responding to the survey are ECHSs, which emphasize academic rigor and introduce high school students to college level work. Therefore, it is not surprising that 43% of Generation 11 campus charter school students and 55% of Generation 12 students reported spending more than one hour on homework. In contrast, most Generation 13 students spent less than an hour on homework (93%) and more than half (55%) spent less than 30 minutes on homework.

Table 7.6b. Time Campus Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09

Time	Generation 11 Students (n=393)	Generation 12 Students (n=567)	Generation 13 Students (n=2,247)	All Respondents (N=3,207)
Less than 30 minutes	15.5%	14.3%	55.1%	43.0%
30-59 minutes	40.2%	31.2%	37.5%	36.7%
1-2 hours	31.0%	27.2%	6.4%	13.1%
More than 2 hours	13.2%	27.3%	1.1%	7.2%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The number of respondents (N) represents the number of students responding to this item. The (N) is lower than the student response rate to the survey.

Campus charter school students' responses to open-ended survey items addressing what they liked most and least about attending a new charter school also indicated that students attending five ECHS programs experienced more homework. Students attending a Generation 11 ECHS noted "how much more homework" they received, which made it difficult to "keep up." Similarly, a student attending a Generation 12 ECHS wrote, "There is homework every day and it is very difficult to catch up if you fall behind." Another student at the school wrote, "It's very stressful how much homework [students] get. I get 4 to 6 hours [a night]."

TEACHER PROFESSIONAL DEVELOPMENT AND APPRAISAL IN NEW CHARTER SCHOOLS

Teacher quality is increasingly recognized as the central component to efforts to reform schools and increase student learning (Gordon, Kane, & Staiger, 2006), and schools that are effective in improving student achievement also ensure that teachers have access to opportunities for training and professional growth (Garet, Porter, Desimone, Birman, & Yoon, 2001; Gordon et al.). Despite this recognition, there is little consensus on how best to measure and assess teachers' effectiveness. Political and methodological concerns have limited the use of student test scores in assessing teacher performance, and most appraisals are completed through observation of teachers' classroom instruction conducted at intervals throughout the school year (Donaldson, 2009; Gordon et al.). The following sections address teacher professional development and appraisal in new charter schools.

Professional Development

In response to the spring 2009 survey, teachers indicated the number of hours they spent in professional development activities since beginning work at a new charter school and responded to a list of common types of professional development activities in which they may have participated. The following sections present the findings for the types of professional development for open-enrollment teachers and for teachers in campus charters. Table D.19 in Appendix D presents findings aggregated across both types of charter school.

Open-enrollment charter schools. On average, surveyed teachers working in open-enrollment charters reported receiving 8 days of professional development since beginning work in a new charter school, although there were notable variations across school generations. Teachers in Generation 13 charter schools reported receiving more training (10 days) than their counterparts in Generation 11 (7 days) or Generation 12 (8 days). This finding may be a reflection of the larger proportion of new teachers working in Generation 13 charters. As presented in Table 2.8a in chapter 2, 42% of teachers working in Generation 13 open-enrollment charters were beginning teachers compared to 27% of Generation 11 teachers and 35% of Generation 12 teachers. In terms of types of professional development activities, large proportions of open-enrollment teachers participated in school-sponsored general sessions (93%), as well as orientations to individual school missions and goals (87%). Smaller proportions of teachers participated in ESC-sponsored trainings (71%), conferences (69%), and teacher teaming sessions held during the school day (68%). Few open-enrollment teachers participated in trainings offered by a traditional district (28%) or attended college or university courses (23%).

Table 7.7a. Open-Enrollment Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09

Type of Professional Development	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
General session sponsored by your school	88.4%	96.2%	92.6%	93.2%
Orientation to school's mission and goals	88.4%	88.6%	83.8%	86.8%
Session sponsored by an education service center	65.1%	87.3%	55.9%	71.1%
Professional conference	60.5%	70.5%	72.1%	68.8%
Teaming or shared conference periods	67.4%	66.7%	70.6%	68.3%
Release time for independent training activities	46.5%	57.7%	61.8%	56.6%
Peer observation and critique	53.5%	61.0%	52.9%	56.4%
Release time to work with other school educators	37.2%	52.6%	54.4%	49.7%
Session sponsored by a traditional school district	4.7%	42.9%	25.0%	27.7%
College or university coursework	11.6%	33.8%	17.6%	22.9%

Source: Survey of New Charter School Teachers, spring 2009.

Note. Percentages will not total to 100. Teachers may have indicated multiple types of professional development.

^aResults for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

Campus charter schools. Campus charter school teachers spent more time in professional development activities than open-enrollment charter school teachers (11 days, on average, vs. 8 days for open-enrollment teachers) since beginning work in a charter school, which likely reflects access to district-offered training opportunities. As presented in Table 7.7b, relative to open-enrollment teachers, larger proportions of campus charter teachers participated in a broader range of professional development activities. As with open-enrollment teachers, most teachers working in campus charter schools participated in onsite training, including general sessions (95%) and school orientations (86%), but in contrast to open-enrollment teachers, large proportions of campus charter school teachers attended district-sponsored training (85%) and worked collaboratively with peers in shared planning periods (82%). Similar to open-enrollment teachers, a small proportion of campus charter teachers took college or university courses (27%).

Table 7.7b. Campus Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09

Type of Professional Development	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
General session sponsored by your school	100.0%	88.0%	95.5%	95.2%
Orientation to school's mission and goals	85.2%	84.0%	85.8%	85.5%
Session sponsored by a traditional school district	92.6%	92.0%	81.9%	84.5%
Teaming or shared conference periods	85.2%	84.0%	81.3%	82.1%
Professional conference	85.2%	88.0%	78.1%	80.2%
Peer observation and critique	55.6%	72.0%	61.9%	62.3%
Session sponsored by an education service center	70.4%	48.0%	62.6%	61.8%
Release time for independent training activities	77.8%	56.0%	58.7%	60.9%
Release time to work with other school educators	51.9%	56.0%	53.5%	53.6%
College or university coursework	37.0%	20.0%	25.8%	26.6%

Source: Survey of New Charter School Teachers, spring 2009.

Note. Percentages will not total to 100. Teachers may have indicated multiple types of professional development.

Case Study Findings: Professional Development at BSU Charter School

In summer 2008, teachers at BSU Charter School, a university charter, participated in a week-long training in constructivist math instruction, as well as professional development in the teaching of writing skills. During the 2008-09 school year, eight teachers attended a week-long training in constructivist reading techniques in Colorado. The school's director said that the professional development was well worth the investment of time and money because its effects were evident in classroom instruction. In interviews, teachers said they appreciated attending training activities aligned with the school's mission, rather than attending district trainings that had little to do with the school's constructivist approach.

Beyond formal professional development activities, BSU Charter School teachers engaged in continued book studies, in which they read and discussed current research on instructional techniques in elementary education. In addition, teachers worked closely to ensure vertical alignment in the curriculum across grade levels and that consistent vocabulary and instructional methods were used in all classrooms. "We work really hard to be sure that we [all] are doing the whole process," explained a focus group teacher in fall 2008. "We really believe that that's one reason our students are as successful as they are, is because the expectations are pretty much the same throughout the school, and because we're using a lot of the same language from one classroom to the next."

Teachers who are new to BSU Charter School spend a full year in an apprenticeship with a mentor teacher before having their own classroom and students. During the apprenticeship year, the new teacher observes in classrooms throughout the school, assists the mentor teacher in designing and implementing lessons, and works one-on-one with students. Established teachers described the apprenticeship as "a year of paid super-duper student teaching."

Teacher Appraisal

The survey also asked teachers to indicate whether they were appraised using the state-approved Professional Development and Appraisal System, or PDAS, or another system, and the frequency of their appraisals, using the categories *once a year*, *once a semester*, *once a grading period*, or at a different frequency. The following sections present the responses of teachers in open-enrollment charter schools and campus charter schools. Table D.22 in Appendix D presents results aggregated across both types of charters.

Open-enrollment charter schools. As presented in Table 7.8a, a majority of open-enrollment charter school teachers (63%) reported that their performance evaluations were conducted using PDAS. More than a fifth of all open-enrollment teachers (22%), a somewhat larger proportion of Generation 12 teachers (30%) were evaluated using "another" system, and the smallest group (16%) had no formal system of evaluation. In terms of the frequency of their evaluations, open-enrollment teachers reported classroom evaluations occurred once a semester (30%), once a grading period (24%), and once a year (17%). Notably, 29% of teachers reported evaluations occurred at "other" frequencies. Teachers who entered written responses described weekly observations, administrator "walk-throughs" conducted regularly and at "random," and one teacher indicated they had never been evaluated.

Table 7.8a. Open-Enrollment Charter Schools’ Appraisal Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09

	Generation 11 Teachers (n=43)	Generation 12 Teachers (n=79)	Generation 13 ^a Teachers (n=68)	All Respondents (N=190)
Appraisal System				
PDAS	72.1%	51.9%	69.1%	62.6%
Another formal system	9.3%	30.4%	19.1%	21.6%
No formal system	18.6%	17.7%	11.8%	15.8%
Frequency of Evaluations				
Once a year	16.3%	27.8%	5.9%	17.4%
Once a semester	32.6%	25.3%	32.4%	29.5%
Once a grading period	20.9%	26.6%	23.5%	24.2%
Other ^b	30.2%	20.3%	38.2%	28.9%

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

^b“Other” included weekly observations, walk-throughs at random intervals, and teachers who never received a classroom observation

Case Study Findings: Teacher Appraisal at Viewpoint Academy

Administrators at Viewpoint Academy, an open-enrollment charter, conducted frequent classroom observations and provided teachers with regular feedback on their lessons during the 2008-09 school year. In interviews conducted in fall 2008, administrators said that they ensured that “instruction is happening, that staff are...teaching objectives, and that teachers are mobile, handling management, and checking for understanding.” To this end, administrators spent time each day:

Looking at lesson plans and giving suggestions back—[such as] things that are missing and can [be] enhance[d], to give teachers resources to specific problems, find them information and research, and give advice and notes.

Viewpoint uses PDAS for formal teacher evaluations. In addition, teachers are required to keep 30-day action plans that describe their monthly plans and instructional goals. Administrators review these plans and monitor teachers’ progress. Administrators also post an instructional strategy (e.g., questioning for higher order thinking) in a weekly bulletin and look for evidence of the strategy in teachers’ classrooms during walk-through observations. In focus groups, teachers said that administrators were frequent observers of instruction, and that they were comfortable with the strong administrative presence in their classrooms.

Campus charter schools. In contrast to teachers working in open-enrollment charters, findings presented in Table 7.8b indicate nearly all surveyed campus charter teachers (94%) were evaluated using PDAS. Smaller proportions of teachers reported evaluations using “other” systems (2%), and teachers working at two Generation 13 campus charters (4% of all teachers) indicated that their schools did not have a formal teacher appraisal system. Differences between open-enrollment and campus charters are likely related to district policies addressing teacher evaluation in campus charters.

In terms of the frequency of classroom observations, about a quarter of campus charter teachers (24%) indicated they were observed once each grading period, 18% were observed once a year, and 16% were observed once a semester. However, the largest proportion of campus charter school teachers (41%)

reported observations occurred at times “other” than those listed on the survey. Similar to their counterparts in open-enrollment charters, campus charter teachers entering written comments described weekly, bi-weekly, and monthly observations; random administrator walk-throughs, and three teachers wrote that they had never been appraised.

Table 7.8b. Campus Charter Schools’ Appraisal Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09

	Generation 11 Teachers (n=27)	Generation 12 Teachers (n=25)	Generation 13 Teachers (n=155)	All Respondents (N=207)
Appraisal System				
PDAS	96.3%	96.0%	93.5%	94.2%
Another formal system	3.7%	4.0%	1.3%	1.9%
No formal system	0.0%	0.0%	5.2%	3.9%
Frequency of Evaluations				
Once a year	14.8%	12.0%	20.0%	18.4%
Once a semester	3.7%	20.0%	18.1%	16.4%
Once a grading period	33.3%	20.0%	23.2%	24.2%
Other ^a	48.1%	48.0%	38.7%	41.1%

Source: Survey of New Charter School Teachers, spring 2009.

^a “Other” included weekly observations, walk-throughs at random intervals, and teachers who never received a classroom observation.

Case Study Findings: Teacher Appraisal at Columbus Charter School

At Columbus Charter School, a conversion campus charter, new teachers (those with 1 to 3 years of experience) receive an annual formal evaluation based on PDAS. Experienced teachers receive a formal evaluation every 3 years. Classroom walk-throughs take place on a regular basis. Administrators have a rubric they use to evaluate teaching techniques such as classroom management skills and whether or not teachers are encouraging higher-level thinking skills. After a classroom walk-through, the administrator holds a conference with the teacher in order to provide feedback. Student assessments are also used as a method for teacher evaluations. Class-level data are used to track whether or not teachers are meeting the Texas Essential Knowledge and Skills (TEKS) objectives and staying on track with district curriculum

SUMMARY

Results from this chapter indicate that new open-enrollment and campus charter schools are able to establish educational programs that are effective in satisfying most teachers, students, and parents. For example, teachers across both types of schools were pleased with most aspects of their schools’ instructional programs, and pointed to small school and class sizes as a primary benefit of working in new charter schools. Teachers noted that small size of charter programs enabled them to work more closely with colleagues, have greater control over the curriculum, and get to know students better. However, teachers in both types of schools commented that lack of instructional resources limited some schools’ ability to fully implement their programs.

Overall, open-enrollment and campus charter students also were satisfied with their choice of schools. Most students felt that their charter school was a good match for their educational needs and offered challenging coursework and rigorous instruction. Students appreciated that schools established high academic standards and that charter teachers provided encouragement and support and generally appeared to care about students as individuals. Generally speaking, students reported positive academic outcomes

in new charter schools, although some students in both open-enrollment and campus charter schools were concerned that their schools lacked the broader course selection and extra-curricular activities, such as sports programs, available in most traditional district schools.

Parents also felt that new open-enrollment and campus charter schools offered effective educational programs. Similar to students, parents indicated that new charter schools held high expectations for student achievement, provided quality educational programs, and focused on individual student needs. Parents in both types of schools felt their charter school had high quality school administrators and teachers who were accountable for student outcomes.

CHAPTER 8

CHARTER SCHOOL MATURITY AND STUDENTS' ACADEMIC PERFORMANCE

Some research has found that Texas' new open-enrollment charter schools tend to have a negative effect on student achievement, particularly in their first year of operation (Hanushek, Kain, Rivkin, & Branch, 2007; Gronberg & Jansen, 2005). In explaining this effect, analysts assert that new charters largely enroll students who have transferred from other schools and a that drop in academic achievement for the year of transfer is a well-recognized cost of changing schools (Pribesh & Downey, 1999; Swanson & Schneider, 1999). Analysts further reason that the negative effects of transferring to a new charter school may be compounded by a new school's efforts to establish its educational program (e.g., recruit experienced staff, locate appropriate facilities, implement curriculum) (RPP International, 2000). While these explanations appear reasonable, the research is divided on whether Texas charter schools improve as they establish their educational programs, stabilize their enrollments, and gain more experience serving students. Some researchers have found that charter schools' academic outcomes improve as they mature (Hanushek, Kain, & Rivkin, & Branch; 2007); however, others have found "no evidence of a consistent trend of improvement with aging/experience of charters" (Gronberg & Jansen, 2005, p. 26).

The analyses presented in this chapter examine the effect of open-enrollment charter school²⁷ maturity on student outcomes (Research Question 5). The chapter addresses the effects of school maturity on a range of student outcomes for the 2007-08 school year, including reading/ELA and mathematics TAKS scores, attendance rates, and grade-level retentions. Separate analyses are performed for charter schools evaluated under standard and alternative education accountability procedures because alternative programs that serve large proportions of at-risk students (i.e., AECs) may emphasize different outcomes (e.g., reduced grade-level retentions) than standard educational programs (i.e., SECs).²⁸

DATA SOURCES

The chapter relies on AEIS data for the period spanning the 2001-02 through 2007-08 school years. Note that 2007-08 student outcome data were the most current data available at the time of this report's writing. School maturity is measured by the number of cumulative years an open-enrollment charter school had been enrolling students in 2007-08 and ranges from 2 years (2006-07 and 2007-08 only) to 7 years (2001-02 through 2007-08). This frames the analysis in terms of charter schools included in Generation 5 (schools serving students for 7 years) through Generation 11 (schools serving students for 2 years).²⁹ Analyses do not include open-enrollment charter schools authorized in Generations 1 through 4 because Texas revised its charter school authorization policies and began implementing a substantially more rigorous authorization process in 2001 in order to improve the quality of its charter school program. The omission of charter schools authorized prior to 2001 (i.e., Generations 1 through 4) ensures that the charter schools included in analyses were subject to roughly the same criteria in their application processes and that variations in outcomes may not be attributed to differences in authorization standards.

²⁷As in other analyses presented in this report, university charter schools are included as open-enrollment charters in this chapter's analyses.

²⁸A large percentage of open-enrollment charter school campuses are classified as AECs. For example, of 423 open-enrollment charter school campuses operating in 2007-08, 167 or 39% were AECs, and 256 or 61% were SECs. According to TEA, campuses serving large percentages of students at risk of dropping out have the option of being evaluated under AEA procedures and to receive accountability ratings based on different performance standards and indicators than those used for regular campuses (TEA, 2009).

²⁹First year charter campuses from Generation 12 (schools that began serving students in 2007-08) are excluded from analyses because they lack prior year achievement outcomes. Prior year achievement is included as a control variable in analyses (see Appendix B for detailed information about the analyses).

STUDENT ACHIEVEMENT

TAKS is Texas' criterion-referenced assessment that measures students' mastery of the state's content standards, the TEKS. While TAKS measures mathematics, reading/ ELA, writing, science, and social studies, only mathematics and reading/ELA are tested at every grade level from Grades 3 through 11. Thus, analyses are limited to these two content areas.

TAKS Scale Scores

Like many state-level achievement tests, TAKS is not vertically equated.³⁰ That is, scale scores are not comparable between grade levels because performance standards vary from grade to grade. To offset the lack of linkage between performance-based scales at different grade levels, researchers often derive standardized scores that use standard deviation³¹ units to compare testing outcomes across tests with differing standards. The analyses of students' TAKS scores presented in this chapter incorporate a standardized score known as a *T* score. The transformation of TAKS scale scores to *T* scores provides a common metric that enables the evaluation to compare the effect of new charter schools on students' testing outcomes across grade levels. The *T*-score distribution has a mean of 50 and a standard deviation of 10. On any given test, a student who scores at the state average will have a *T* score of 50. A student with a *T* score of 60 will be one standard deviation above the state average, while a student with a *T* score of 40 will be one standard deviation below the state average.

Analyses

The effect of open-enrollment charter school maturity on students' reading/ELA and mathematics *T* scores was analyzed using a 2-level HLM. HLM can be thought of as a "value added" methodology (Raudenbush, 2004). That is, after controlling for students' initial achievement and characteristics and accounting for variance at both the student and school level, researchers can assess the "value added" by an indicator like campus maturity. Analyses were conducted for students attending an open-enrollment charter school in 2007-08. Separate analyses were performed for reading/ELA and mathematics TAKS,³² as well as for SEC and AEC charter school campuses. Detailed descriptions of the data sources and the student- and campus-level models used in the analyses are presented in Appendix B.

³⁰TEA is currently working to vertically align TAKS tests.

³¹A standard deviation is a common measure of variability within a distribution. Generally speaking, the standard deviation represents the extent to which scores vary from their mean.

³²Researchers have shown the passing rate gaps between open-enrollment charter schools and state comparison groups tend to be larger in mathematics than in reading/ELA (TCER, 2008).

Results

The HLM models examined whether open-enrollment charter school maturity had a significant effect on students' TAKS scores. Detailed results of the HLM analyses are reported in Appendix B Tables B.1 to B.6. These data do not show a performance drop for new charter schools. Everything else being equal, the number of years of operation was not a significant predictor of students' reading/ELA or mathematics TAKS *T* scores in SEC and AEC open-enrollment charter schools. Figures 8.1 and 8.2 display the actual 2008 reading/ELA and mathematics TAKS *T* scores for the standard and alternative education campuses. The open-enrollment charter school campuses operating for more years did not perform at a higher level than new charter schools.

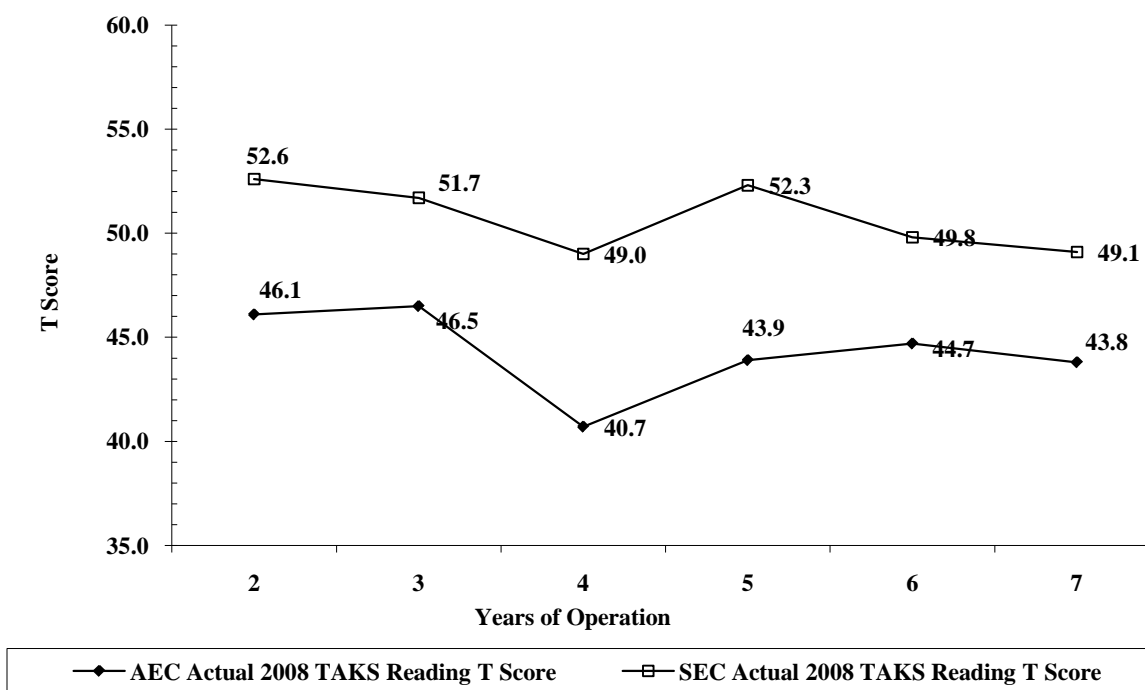


Figure 8.1. Actual 2008 reading/ELA TAKS *T* scores by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System (AEIS) data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Note: Actual and predicted TAKS *T* scores were similar.

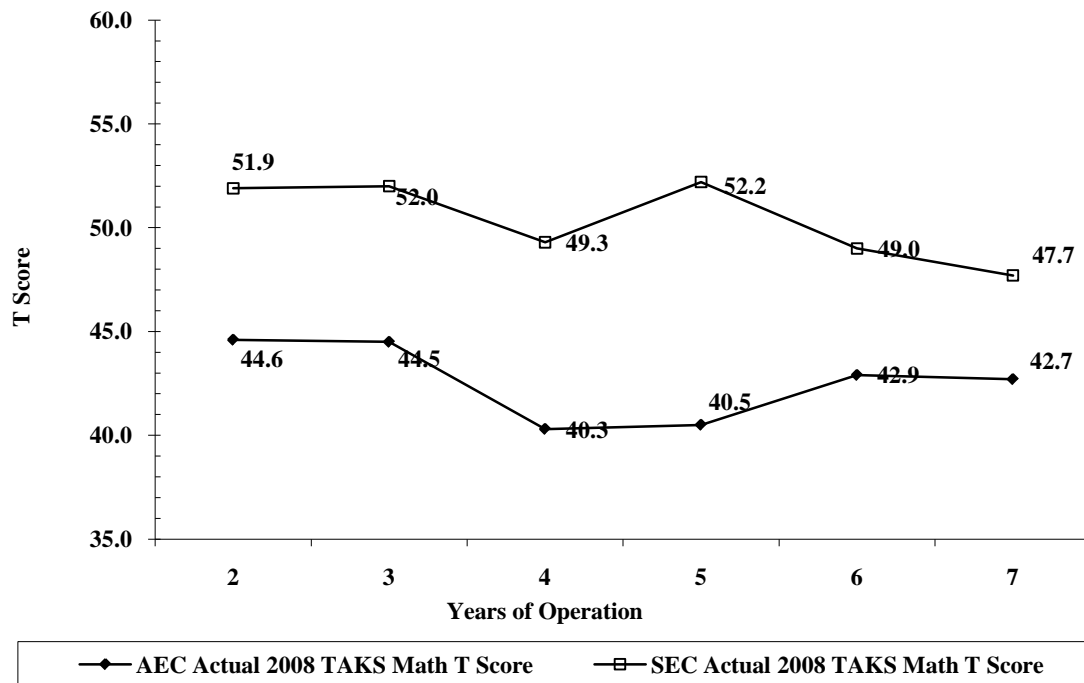


Figure 8.2. Actual 2008 mathematics TAKS *T* scores by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System (AEIS) data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Note. Actual and predicted TAKS *T* scores were similar.

Limitations

Readers are urged to use caution in interpreting these findings because some students were omitted from analyses because they lacked complete data (e.g., students without TAKS scores). When students are omitted from analyses, researchers must ask whether the sample of students included in analyses are representative of the original population students.³³ In the case of this analysis, one must ask if students included in the TAKS analysis are representative of all students enrolled in SEC and AEC open-enrollment charter schools during period spanning the 2001-02 through 2007-08 school years. Comparisons of these two sets of students revealed that the sample included in the analysis was made up of smaller percentages of LEP and special education students than were enrolled in the overall population. Consequently, results are limited to the sample of students included in the analyses and are not generalizable to the full population of students attending SEC and AEC charters.

³³A researcher should always determine why data are missing. If data are missing at random, the loss is not likely to be a problem. However, if data loss is not random, missing data may be related to an individual's gender, ethnicity, or economic status, etc. Such selective loss of data can make the population to which study findings generalize be difficult to identify, and study findings may not generalize to the population of interest.

STUDENT ATTENDANCE

Researchers also investigated the effect of open-enrollment charter school maturity on student attendance. Analyses included students who attended open-enrollment charter school campuses in 2007-08 and were enrolled in Grades K through 12. As previously stated, charter school maturity was measured by the number of years a school has been enrolling students as reported by AEIS, and schools were limited to SECs and AECs that operated across the 2001-02 through 2007-08 school years.

Analyses

Similar to the achievement analyses, the effect of charter school maturity on students' attendance was analyzed using 2-level HLM. Separate analyses were performed for standard and alternative education campuses. The data sources and the student- and campus-level models used in the analyses are presented in Appendix B.

Results

Detailed results of the HLM analyses are reported in Tables B.8, B.9, and B.10 in Appendix B. Results show that there was no significant relationship between years of charter school operation and student attendance rates for SEC open-enrollment charter schools. Students in AEC open-enrollment charter schools operating for fewer years had significantly higher attendance rates than students in AEC open-enrollment charter schools operating for more years. Figure 8.3 displays the actual 2008 attendance rates for the SEC and AEC charter schools. The figure shows that student attendance rates in newer charter schools were at least as high as the attendance rates in more mature charter schools.

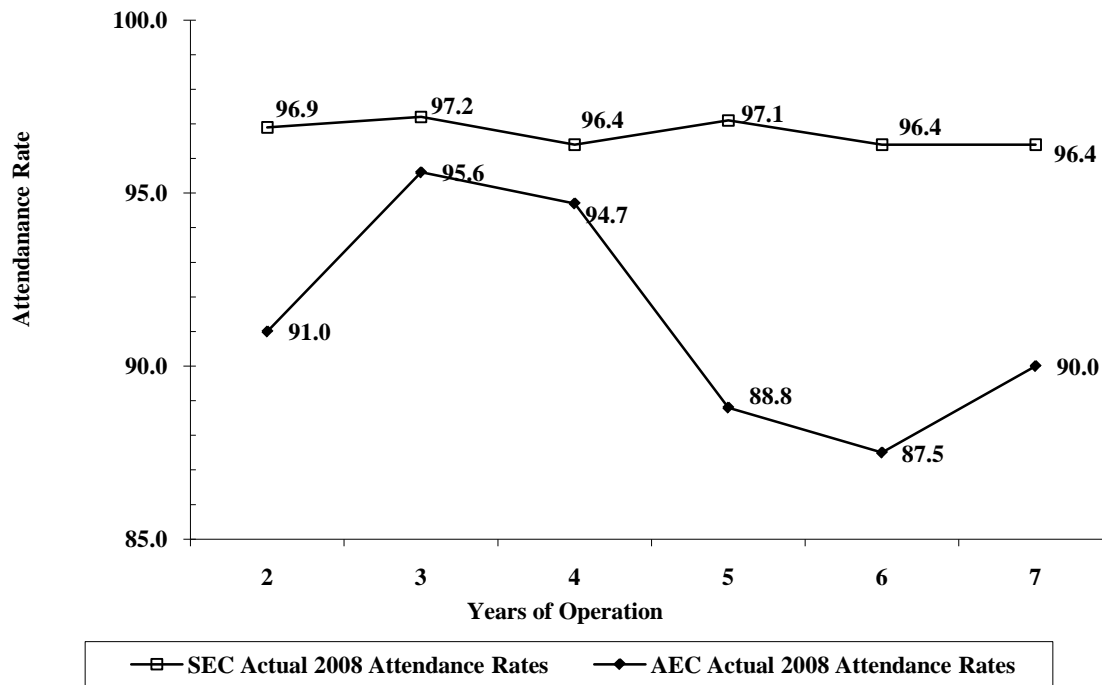


Figure 8.3. Actual 2008 attendance rate by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008 individual student demographic data file, and 2007 and 2008 individual student attendance data files.

Note: Actual and predicted attendance rates were essentially the same.

Limitations

Missing data were somewhat less of an issue in the attendance analyses because these analyses included more grade levels (Grades K through 12 instead of Grades 4 through 11) than the TAKS analyses. Again, it is informative to ask whether the surviving samples used in the analyses were representative of the original populations. For both SEC and AEC open-enrollment charter schools, differences in demographics between the population and the restricted samples were small. (See Table B.11 in Appendix B.) Results can reasonably be generalized to the populations of SEC and AEC open-enrollment charter schools that operated across the 2001-02 through 2007-08 school years.

STUDENT RETENTION

Lastly, researchers investigated the effect of open-enrollment charter school maturity on student retention. Analyses included students who attended open-enrollment charter school campuses in 2007-08 and were enrolled in Grades K through 11. Again, charter school maturity was measured by the number of years a school has been enrolling students as reported by the AEIS, and charter schools were limited to SECs and AECs that operated across the 2001-02 through 2007-08 school years.

Analyses

Retention status is a binary outcome. That is, a student is either retained or not retained in grade. To predict retention status, researchers used a hierarchical generalized linear model (HGLM) with a

Bernoulli sampling model, a log odds or logit link function, and student-level and school-level structural models identical to those in HLM. Detailed descriptions of the models are presented in Appendix B.

Results

The results of the HGLM analyses show that there was no significant relationship between years of open-enrollment charter school operation and students' chances of retention for both SEC and AEC charter schools. (See Table B.13 in Appendix B.) Figure 8.4 displays the 2008 actual probabilities of retention for the SEC and AEC charter schools by years of operation. The figure shows that the probabilities of student retention in newer charter schools were not higher than the probabilities in more mature charter schools.

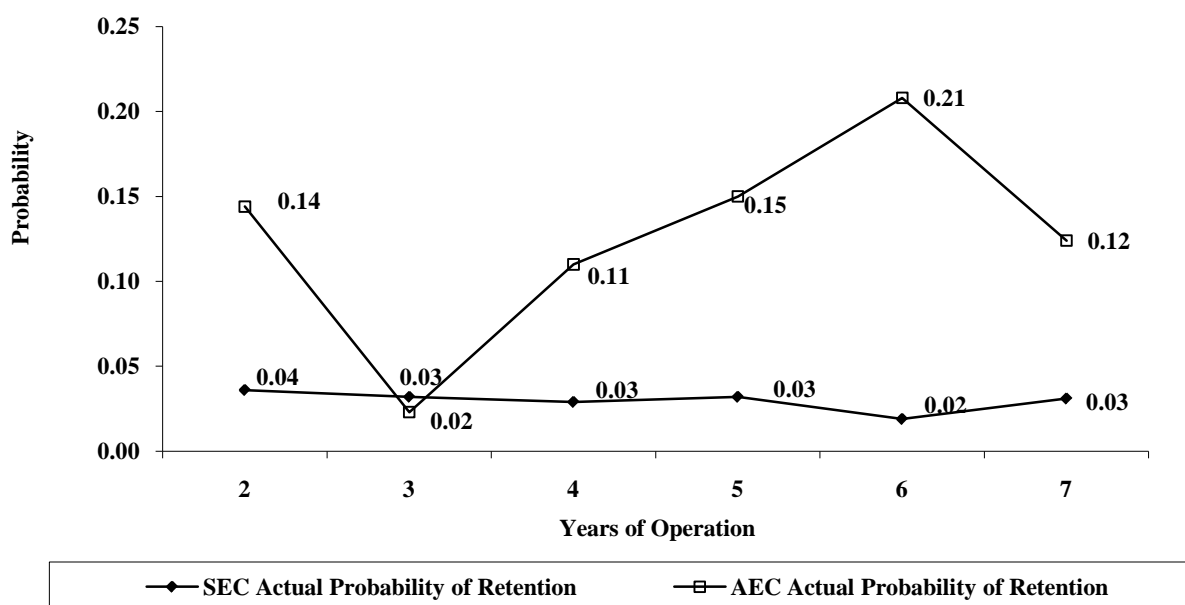


Figure 8.4. Actual 2008 retention probabilities by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008 and 2009 individual student demographic data files, and 2008 individual student attendance data files.

Limitations

For both SEC and AEC open-enrollment charter schools, differences in demographics between the populations and the restricted samples were small. (See Table B.15 in Appendix B for details.) Similar to the attendance analyses, one can reasonably generalize results to the populations of SEC and AEC open-enrollment charter schools that operated across the 2001-02 through 2007-08 school years.

SUMMARY

This chapter investigated the effect of open-enrollment charter school maturity on students' academic performance. Analyses were limited to open-enrollment charter schools that began operation after application procedures were strengthened, and to schools that were in operation for at least 2 years. Performance indicators included reading/ELA and mathematics TAKS scores, attendance rates, and grade-level retentions. Charter school maturity was measured by the number of years an open-enrollment

charter school had been enrolling students. Thus, maturity, as defined by years of actually enrolling students, ranged from 2 to 7 years. In addition, separate analyses were performed for SEC and for AEC charter schools.

Analyses showed that the number of years of operation was not a significant predictor of students' reading/ELA or mathematics TAKS scores in either SEC or AEC open-enrollment charter schools. This finding is not fully generalizable, however, because the sample included in analyses differed from the overall population in terms of the percentages of special education and LEP students represented. There was no significant relationship between the number of years of charter school operation and student attendance rates for SEC charter schools. For AEC charter schools, number of years of operation was a significant negative predictor of students' attendance rates. Finally, there was no significant relationship between the number of years of charter school operation and student chances of retention for both SEC and AEC charter schools. For charter schools that began operation after 2001, these data show that new schools performed at least as well as more mature schools. This chapter's results support prior research that finds no consistent pattern of improvement in achievement outcomes as new charter schools gain experience.

CHAPTER 9

RESPONSES TO EVALUATION RESEARCH QUESTIONS AND DISCUSSION OF FINDINGS

The Evaluation of New Texas Charter Schools considers the experiences and outcomes of the state's new charter schools, and the second interim report focuses on the startup experiences of charter schools that first began serving students in the 2006-07, 2007-08, and 2008-09 school years, or Generation 11, 12, and 13 charter schools. TEA categorizes charter schools in "generations" determined by the years in which schools are authorized to begin serving students as charter schools. There have been 14 generations of Texas charter schools since the state first passed its charter school law in 1995, and the most recent generation of charter schools, Generation 14, began serving students in the fall of 2009.

The second report draws on qualitative, quantitative, and survey data to address the evaluation's first five research questions:

1. How are federal CSP funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students' academic outcomes?

The evaluation will produce two interim reports (summer 2009 and winter 2011), as well as a final report (spring 2011). The evaluation's first interim report (summer 2009) presented findings for Generation 11 and 12 open-enrollment charter schools,³⁴ and results were limited to Research Questions 1 through 4. The second interim report expands on the first interim report's findings to include Generation 13 charter schools, as well as each class of Texas charter school (i.e., open-enrollment, university, and campus charter schools),³⁵ and considers new charter schools' academic outcomes improve as schools gain experience in serving students (Research Question 5). This chapter presents responses to research questions, discusses key evaluation findings, and concludes with a brief overview of ongoing research activities.

EVALUATION RESEARCH QUESTIONS

The following sections provide responses to Research Question 1 through 5 drawn from findings presented in report chapters.

Research Question 1: How Are Federal CSP Funds Used to Implement New Charter School Programs?

The federal system of CSP grants provides new charter schools with funding across 3 years. Up to 18 months of funding may be used to support the planning of the new charter school and up to 2 years of funding may be used for implementation of its program. Due to the timing of CSP grants, Texas' campus charters have been excluded from planning funds, but have received implementation funding. Although most data reported in the second interim report are for the 2008-09 school year, the most current CSP data available at the time of the second interim report's writing were for the 2007-08 school year.

³⁴Campus charters were omitted from surveys administered for the evaluation's first interim report because they participated in similar surveys administered in fall 2008 as part of the state evaluation of all Texas charter schools (see TCER, 2008). No university charter schools were included in Generations 11 and 12.

³⁵Survey and quantitative data for university charters are combined with open-enrollment charter schools throughout the report so that results for the one Generation 13 university charter school are not identifiable by school.

Research Question 1 addresses the use of CSP funding to support new charter school programs, including the ways in which open-enrollment charter schools use funding across the planning and implementation periods of the grant. However, as noted in chapter 3, limitations in the way in which CSP data are reported in PEIMS precluded researchers from examining open-enrollment charter schools' use of planning and implementation funds. PEIMS data do permit the examination of patterns in new charter schools' use of CSP funds over time and differences in the use of funds across open-enrollment and campus charter schools. These findings are presented in the sections that follow.

New charter schools' use of CSP funds across years. Across the 2000-01 through 2007-08 school years, both open-enrollment and campus charter schools tended to use the largest share of CSP funding to support instruction, although campus charters were able to devote more funding to instruction due to district support for school operations. Relative to campus charters, open-enrollment charter schools spent larger proportions of funding on categories related to school maintenance and operation and general administration.

Relative to previous years (2000-01 to 2006-07), the 2007-08 CSP data reflected some shifts in the use of funds for campus charters. Across previous years, campus charters spent half of CSP funds (50%) on professional and contracted services and about 20% on supplies and materials. However, in 2007-08, campus charters recorded spending only 11% of funding on professional and contracted services, while expenditures on supplies and materials increased to about 57% of funding. In prior years, campus charters spent about 70% of CSP funding on basic educational services and about 20% on accelerated education programs for at-risk students. In 2007-08, however, campus charters spent about 39% of CSP funding on basic educational services and about 52% of funds for accelerated education. These shifts likely reflect changes in the educational missions of campus charter schools accessing CSP funding during the 2007-08 school year. For example, half of surveyed principals of Generation 13 campus charter elementary and middle schools reported implementing programs for at-risk students, and one third of surveyed high school principals indicated their schools offered dropout recovery programs. None of surveyed principals in Generations 11 and 12 campus charters reported implementing such programs. Data for subsequent years will indicate whether these changes are temporary or reflect sustained changes in campus charters' use of funding.

Differences in the use of CSP funding across open-enrollment and campus charter schools.

Variations in open-enrollment and campus charter schools' use of CSP funding reflect differences in the types of support schools receive. Because campus charter schools are district entities, many receive considerable support for facilities, administration, and school operations from their parent districts. This support is reflected in the trends discussed in the previous section. Notably, the presence of district support enables campus charter schools to devote more CSP funding to instruction. In contrast, open-enrollment charter schools use larger proportions of CSP funding for issues related to facilities and administration.

Research Question 2: What Processes and Practices Guide the Planning of New Charter Schools?

Research Question 2 considers the planning of new charter school programs, including the characteristics of charter school founders and planning staff, the role of local communities in charter school planning processes, the planning challenges charter school operators encounter, and the ways in which challenges are overcome. The evaluation's approach to understanding charter schools' planning processes relies on information collected through interviews with new charter school founders, administrators, and board members conducted as part of site visits to seven Generation 13 charter schools during the 2008-09 school year. The sections that follow discuss findings; however, readers are cautioned that results are limited to site visit charter schools and may not be reflective of all new Texas charters. Recall that all case study charter schools and their related entities are identified by pseudonyms throughout the report.

The characteristics of charter school founders and planning staff. The charter schools included as case study sites were founded by entities and individuals with different backgrounds and areas of expertise, and differences affected schools' start-up experiences. In general, the founders of the evaluation's case study charter schools may be characterized in one of three groups: (1) educators, (2) existing charter school networks, and (3) non-educators.

Charter schools founded by educators. The Columbus Charter School and BSU Charter School were founded by educators who sought to have greater control over their schools' instructional programs, and both charter schools began as conversion campus charters. The Columbus Charter School experienced few challenges in its conversion process. The conversion received broad support from teachers, parents, and the community, and was readily approved by the governing board of Columbus' parent district. The conversion enabled Columbus to enroll students from outside of its district-defined attendance zone and to expand its elementary program to serve students in the middle school grades. The school retained its teachers and received strong district and community support for its operation as a campus charter school.

BSU Charter School began as a campus charter school conversion initiated by teachers seeking to implement a constructivist approach to instruction, and operated in partnership with BSU. However, when BSU received funding to expand its elementary education program, it sought greater control over the charter school. In agreement with the district, the university applied to TEA to reconfigure the campus charter as a university charter school. Nearly all teachers and students remained with the school, and the school retained its constructivist focus. School administrators had few challenges in implementing the campus charter's constructivist program as a university charter, but experienced substantial difficulty in completing the state's application processes for university charters, noting that it was difficult to obtain the information needed to complete the application and meet required deadlines.

Charter schools founded by existing charter school networks. Two case study open-enrollment charter schools (Canyon Academy and Viewpoint Academy) are expansions of preexisting networks of charter schools and received considerable start-up support from their sponsoring entities. Sponsoring networks completed the application processes for both schools and provided support in locating and purchasing facilities, recruiting and training staff, and completing TEA reporting requirements. Network expertise in the charter school application and founding processes facilitated smooth starts for both charters, although each school encountered challenges in terms of renovating facilities in order to meet the needs of students.

Charter schools founded by non-educators. Three case study charters were founded by entities without backgrounds in education, and encountered substantial start-up challenges because of founders' lack of experience working in schools. Both the Cedar School and West Ridge Charter School (open-enrollment charters) were founded by existing social services entities that expanded their programs to provide education services. While both entities provided funding and support for school facilities, they also assigned social services staff to act as school administrators, which created challenges because the administrators lacked knowledge of the legal, regulatory, and reporting requirements for public education. Administrators in both schools resigned within the schools' first semesters of operation, which created additional challenges in terms of managing school operations. SPCHS, a contract campus charter, was founded by administrators of an inner-city church, and while the church was able to provide support for school facilities, it was not able to provide assistance with matters related to school operations and school administrators looked to one another and the school's parent district for support.

The experiences of the Generation 13 case study charters point to the importance of founders having backgrounds in public education when starting a new charter school. While both the Cedar School and West Ridge Charter School added staff with expertise in education as their programs became more established, it is likely that many of the schools' early challenges may have been avoided, if experienced

educators had been involved at the start of the schools' planning processes. Although SPCHS' founders lacked experience in public education, school administrators were able to rely on their parent district for much of the expertise its founders lacked. However, because the parent district charges its contract charters fees for most services, SPCHS' access to support was costly in terms of school resources.

Local community involvement in charter school planning processes. All case study charter schools involved local communities in their planning activities, although to varying degrees. The application processes of open-enrollment and university charter schools require that school founders hold a public hearing to discuss establishing a new school, and the SBOE may schedule an optional public hearing to determine public support for the proposed school. Once approved, most open-enrollment charters held public meetings to inform parents and community members about the new schools and to recruit prospective students, and most schools included community representatives on their governing boards.

The district in which the Columbus School is located has used conversion campus charter schools as a means to engage the community in public education, and requires evidence of community support in its conversion charter application process. The local community provided strong support for Columbus' conversion. Community members wrote letters to the district favoring the conversion, and local businesses provided funds for the school to expand its facilities. Once the campus charter was established, the local community continued to provide support through fundraising efforts. SPCHS' founders involved community members in planning the school's application to the district, and the community provides continued support through donations and opportunities for students to participate in mentorship and employment opportunities.

The level of community involvement in case study charters suggests that new charter schools must actively seek opportunities for community participation in school activities. With the exception of Columbus Charter School, all of the Generation 13 charter schools included as evaluation case studies were entirely new schools, and as such were new additions to local communities. While most schools received strong community support in terms of donations of cash and materials as school got started, community involvement in several schools diminished as they became more established. Schools that created roles for community representatives on school boards and provided ongoing opportunities for community participation in school activities tended to have greater support than schools that addressed community engagement simply as a means to address start-up needs. The Columbus School stands in contrast to the other case study sites. As a longstanding and well recognized feature of its neighborhood, the local community felt challenged to protect the school when the district took steps to close it. In the case of Columbus, the district's approach to charter school conversion proved to be an effective means to build community buy-in and support for local education.

Overcoming charter school planning challenges. The founders of all case study open-enrollment and university charter schools reported challenges in completing TEA's application processes. Founders said that it was difficult to obtain necessary information and meet application deadlines. Charter schools founded by existing charter networks with experience in the application process had fewer difficulties, but founders noted that the application process had become more cumbersome over time. School founders said they relied on consultants, administrators at other charter schools, and TEA staff for support in the application process. In addition to challenges in applying for charter school authorization, some new charter schools experienced difficulties that grew out of founders' inexperience with the legal and regulatory framework for public education. As discussed in a previous section, schools that employed school leaders with experience working in public schools had smoother start-up experiences relative to schools that recruited administrators from other backgrounds. The application processes for campus charter schools are overseen by parent districts, and the founders of both Columbus Charter School and SPCHS experienced few challenges meeting district application requirements.

Research Question 3: What Processes and Practices Guide the Implementation of New Charter School Programs?

Research Question 3 addresses the ways in which new charter schools obtain the resources required to begin operating their programs, including facilities and staff, and how new charter schools recruit enrollment. In addition, Research Question 3 considers the reasons students and parents choose new charter schools. Results presented in the sections that follow are drawn from spring 2009 surveys of new charter school principals, teachers, students, as well as a survey of parents of students attending new charter schools.

Financing facilities. Most campus charter schools that participated in spring 2009 surveys remained in district facilities or were located in spaces on college or university campuses and shared with districts in support of ECHSs. For the most part, these schools did not have lease or mortgage payments because facilities costs were addressed by their parent districts. However, surveyed new open-enrollment charter school principals reported spending more than \$120,000, on average, annually for facilities, and reported that schools were located in diverse settings, including college or university buildings, retail spaces, warehouses, church buildings, and office spaces, as well as in custom built facilities. Across both types of charters, most principals reported few serious challenges in terms of school facilities. Both open-enrollment and campus charter principals who did experience challenges tended to note issues related to inadequate classroom space and school size, and the difficulty of accommodating future growth in enrollments.

Recruiting staff. Both campus and open-enrollment charter schools relied heavily on word of mouth to recruit teachers and staff. Most open-enrollment charters also advertised in local newspapers and participated in university and regional recruitment events. In contrast, a large proportion of campus charters relied on referrals from their parent district to recruit staff. In terms of challenges to staffing, principals in open-enrollment charters reported that low pay levels limited their ability to attract qualified and experienced teachers, particularly in hard to staff subjects such as science and math. Surveyed teachers in both open-enrollment and campus charters indicated that they chose to work in new charter schools because they were attracted to schools' missions and goals, high academic standards, and small class sizes. Teachers also appreciated the opportunity to be part of a reform effort and to work with like-minded educators.

Recruiting students. Surveyed principals in new open-enrollment and campus charters reported that parent and student word of mouth drew the largest shares of their enrollments. Correspondingly, surveyed parents in both types of charters indicated that they learned about new charter school offerings from other parents whose children attended the schools. Many open-enrollment charters also use printed advertisements and brochures to market their programs, while many campus charters relied on their parent district to refer students to their schools. Principals at both open-enrollment and campus charters indicated that it was difficult to compete with traditional district schools for enrollment because many charters lacked the resources to offer extra-curricular programs that appealed to many students and parents.

The reasons parents choose new charter schools. Students attending both open-enrollment and campus charter schools were most likely to have attended a traditional district school before enrolling in a charter. Most parents reported that they were satisfied with their child's previous school, but chose a new charter school because it offered an appealing educational program, strong student discipline policies, small school size, and taught moral values that were aligned with those of parents. Parents also said they felt new charter schools had good teachers, who were able to address their child's specific educational needs.

Principals of both open-enrollment and campus charters felt parents chose charter schools because they offered special programs that were not available in traditional district schools (e.g., dual language

programs), and because the small size of most charter schools enabled students to learn in environments in which they felt safe and nurtured. Principals of ECHS campus charters noted that parents chose their schools because students were able to earn college credit at no cost.

Research Question 4: How Effective Are New Charter Schools at Designing and Implementing Successful Educational Programs?

Research Question 4 considers the ways in which new charter schools design and implement their programs and addresses whether the research-identified components of effective schools are present in new charter school programs. The components of effective schools include a clear mission and high expectations for student achievement, a safe and orderly school environment, and opportunities for parent involvement, as well as a focus on instruction and opportunities for teachers' professional growth (Levine & Lezotte, 1990). The following sections present findings addressing the presence of each of these components in new charter schools.

Establishing a clear mission and high expectations for student success. Surveyed teachers in both open-enrollment and campus charters were generally in agreement that their school administrators clearly communicated goals and expectations to students, staff, and parents, and that their schools had high expectations for student achievement. In response to open-ended survey items, many teachers commented on school leadership and its effects on their work environments, noting strong leaders developed cohesive teams, established clear expectations, and supported staff in meeting school goals. Teachers with less effective leaders noted the challenges of working in schools that were disorganized, and lacked communication, support, and guidance. More than half of surveyed parents across both types of charter schools reported engaging in activities that facilitate understanding of schools' missions and expectations, including communicating with school staff, attending parent/teacher conferences, visiting classrooms, and signing contracts agreeing to participate in their child's education.

Establishing safe and orderly school environments. Across charter types and generations, charter school teachers generally agreed that school leaders established safe and orderly environments, reporting that staff, students, and visitors felt safe on campus and that facilities were clean and well-managed. However, students had lower levels of agreement regarding their feelings of safety in new charter schools and students' comments in open-ended survey items asking what they liked most and least about their school revealed differences in school environments that arise when parents and students deliberately choose to attend a charter school.

Students attending new open-enrollment charter schools or ECHS campus charters engaged in active school choice—they chose their charter school over another school—and in choosing a charter school, they also selected student peer groups with similar academic goals and interests. These students commented that attending schools with classmates who were similar to themselves created educational environments in which it was easier to learn. Students noted that attending school with similar peers bolstered their confidence, reduced conflicts, and enabled them to focus on academic interests. In contrast, converted campus charters continue to serve as neighborhood schools and are required to give priority in enrollment to students within the schools' district-defined attendance zone, and many neighborhood students attend conversion campus charters simply because the school is nearby. In surveys, students attending conversion campus charters reported problems caused by classmates who were not interested in learning and with serious discipline issues or drug problems. Teachers in these schools noted that problems were caused largely by local students who attended the school not because they were interested in its academic program but because the school was in their neighborhood.

Parent and community involvement in new charter schools. Surveyed teachers in new open-enrollment charter schools reported that school staff, parents, and community members communicated and worked cooperatively and that parents and community members fundraised, volunteered, and

attended school activities. Surveyed parents of students attending open-enrollment charter schools reported high levels of participation in activities that directly involved their child's education, such as communicating with their child's teacher, assisting with homework, and attending parent-teacher conferences in the both schools that their students previously attended and in their students' new charter schools. However, surveyed parents reported that they were less likely to participate in campus-level activities, such as volunteering, attending school board meetings, participating in program or curriculum decisions, or serving on site-based committees. Interestingly, parents' involvement in campus-level activities increased in their new charter school, which may reflect parents' efforts to meet the terms of charter school parent participation contracts.

The survey responses of new campus charter school teachers and parents indicate that parents of students attending campus charters had lower levels of participation in school activities than parents of students attending open-enrollment charter schools. Some research has suggested that parents who actively choose schools are more likely to be involved in school activities than parents who enroll students in neighborhood schools (Becker, Nakagawa, & Corwin, 1997; Finn, Manno, & Vanourek, 2000), and the lower parent participation rates in campus charters may reflect this finding. As discussed earlier in this chapter, in contrast to open-enrollment charters in which all parents have made a deliberate choice, many campus charter schools serve neighborhood families who enroll in charter schools not because they have a particular interest in the school's educational program but because the charter is their local district school.

Classroom instruction in new charter schools. Across both new open-enrollment and new campus charters, surveyed teachers reported using similar approaches to classroom instruction. Teachers were most likely to use small group instruction, focus on basic skills (e.g., reading, math computation), and incorporate hands-on activities in their lessons. With the exception of teachers working in ECHS programs, new charter school teachers had access to limited technology resources and were less likely to use technology to support instruction than other methods. ECHS campus charter teachers reported having about 14 classroom computers, on average (compared with about four computers for open-enrollment charter teachers and about five computers for teachers working in other campus charters), and all ECHS teachers reported having classroom Internet access. Not surprisingly, these teachers were more likely to use multimedia presentations or PowerPoint to deliver instruction and were more likely to facilitate students' use of computers and the Internet in instruction. In open-ended comments, many new charter school teachers noted that the lack of instructional resources, including technology, limited their ability to implement engaging lessons.

Students in both open-enrollment and campus charters agreed that their teachers provided support for learning, including individual instruction, and encouraged them to think about their futures. Students also indicated that they worked hard in new charter schools, although most middle and high school students reported spending less than an hour a day on homework. The exception to this finding was campus charter high school students attending Generation 12 ECHS programs. Most students in these schools reported spending an hour or more on homework, and in open-ended comments, several ECHS students wrote about the homework demands of ECHS programs, noting that they frequently worked late into the evening to complete assignments and felt considerable pressure to keep up.

Teachers' opportunities for professional growth in new charter schools. Surveyed teachers working in new open-enrollment charter schools reported spending about 8 days, on average, in professional development activities since beginning work at their school and most reported attending general sessions sponsored by their school, orientations to their schools mission and goals, ESC trainings, and training obtained during conference periods or release time. Campus charter teachers participated in training activities similar to those of open-enrollment charter teachers and attended sessions offered by their parent districts. On average, campus charter teachers spent about 11 days in professional development,

which likely reflects increased access to training opportunities offered through parent districts. Teachers in both types of charter schools were most likely to be evaluated using PDAS, and most were evaluated at multiple points during the school year.

Research Question 5: What Is the Effect of Open-Enrollment Charter School Maturity on Students' Academic Outcomes?

In order to understand how open-enrollment charter school maturity may affect student achievement outcomes, the evaluation examined whether the number of years open-enrollment charter schools were in operation affected students' (1) 2008 reading/ELA TAKS scores, (2) 2008 math TAKS scores, (3) 2007-08 attendance rates, and (4) the likelihood of being retained at grade level during the 2007-08 school year, and considered outcomes for charter schools that had been serving students from 2 to 7 years (i.e., Generations 5 through 11). Analyses were conducted separately for standard accountability open-enrollment charter schools and open-enrollment charter schools characterized as alternative education programs designed to support at-risk students. Results found that new open-enrollment charter schools performed at least as well as more mature charter schools for each outcome considered, and results were consistent across standard and alternative accountability open-enrollment charter schools. This finding supports prior research indicating that charter schools do not consistently improve their academic outcomes as they gain experience (see Gronberg & Jansen, 2005).

DISCUSSION

Some of the comparisons across types of charter schools (i.e., open-enrollment charters, conversion campus charters, and ECHS campus charters) included in this report highlight the benefits of choice-based schooling. As noted earlier in this chapter, conversion campus charters continue to serve as neighborhood schools for their parent districts, and many students attend these schools not because of the charter program but because it is their local school. In contrast, all students attending open-enrollment charters and ECHS campus charters have made a deliberate choice to enroll in the school because they or their parents felt the school's educational program was a better match to the students' needs than their previous school. In choosing a particular school, parents and students also selected peer groups made up of students and families with similar academic goals and preferences. Surveyed students attending ECHSs and open-enrollment charters noted that it was easier to learn in schools with students who were like themselves. Most such students noted that their classmates were focused on learning and supported other students' learning goals. Students reported that discipline problems were reduced in such environments and that they were better able to focus on instruction when schools experienced fewer behavior problems. In contrast, students attending conversion campus charter schools were more likely to report problems with classmates who were involved in gangs, drugs, and vandalism, which limited their ability to focus on instruction. Teachers reported that most students with behavior issues who attended conversion campus charters did not enroll in the school because they chose the school's particular educational program. Instead, these students enrolled in the campus charter because it was their district-assigned school.

THE ONGOING EVALUATION

The evaluation will produce a final report in spring 2011. The final report will build on analyses presented in this report and will expand to include a response to Research Question 6. The final report will include findings from analyses of spring 2010 survey data for Generation 11, 12, 13, and 14 charter schools, as well as archival data (e.g., PEIMS and AEIS) for the 2009-10 school year. The final report will also include analyses of CSP data and charter school students' academic outcomes through the 2008-09 school year, as well as findings from interviews and observations in Generation 13 case study charter schools conducted at the conclusion of schools' second full year of operation (spring 2010).

WORKS CITED

- Allensworth, E., & Easton, J. Q. (2005). *The on-track indicator as a predictor of high school graduation*. Chicago, IL: Consortium on Chicago School Research.
- Ascher, C., Cole, C., Harris, J., & Echazarreta, J. (2004). *The finance gap: Charter schools and their facilities*. New York, NY: Local Initiatives Support Corporation, The Educational Facilities Financing Center.
- Baker, D., & Jansen, J. (2000). Using groups to reduce elementary school absenteeism. *Social Work in Education* 22(1), 46-53.
- Becker, H. J., Nakagawa, K., & Corwin, R. G. (1997). Parent involvement contracts in California's charter schools: Strategy for educational improvement or method of exclusion? *Teachers College Record*, 98, 511-536.
- Bliss, J. R., Firestone, W. A., & Richards, R. E. (1990). *Rethinking effective schools: Research and practice*. Englewood Cliffs, CA: Prentice Hall.
- Bomotti, S., Ginsberg, R., & Cobb, B. (1999). Teachers in charter schools and traditional schools: A comparative study. *Education Policy Analysis Archives*, 7(22), <http://epaa.asu.edu/epaa/v7n22.html>. Retrieved October 2009.
- Bulkey, K., & Fislser, J. (2002). *A decade of charter schools: From theory to practice*. Philadelphia Consortium for Policy Research in Education.
- Bulkey, K. E., & Wohlstetter, P. (2004). *Taking account of charter schools: What's happened and what's next?* New York, NY: Teachers College Press.
- Burian-Fitzgerald, M. (2005). *Average teacher salaries and returns to experience in charter schools* (Occasional Paper #101). New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University.
- Caliendo, M., & Kopeinig, S. (2005, May). Some practical guidance for the implementation of propensity score matching. Bonn, Germany: Institute for the Study of Labor.
- Campbell, C., & Grubb, B. J. (2008, June). *Closing the skill gap: New options for charter school leadership development*. Seattle, WA: Center on Reinventing Public Education.
- Cooper, B. (1991). Parent choice and school involvement: Perspectives and dilemmas in the United States and Great Britain. *International Journal of Educational Research*, 15, 235-250.
- The Center for Research on Education Outcomes. (2009a, June). *Multiple choice: Charter school performance in 16 states*. Available from CREDO website, <http://credo.stanford.edu>
- Desimone, L., Porter, A. C., Garet, M., Suk Yoon, K., & Birman, B. (2002). Effects of professional development on teachers' instruction: results from a three-year study. *Education Evaluation and Policy Analysis*, 24(2), 81-112.

- Donaldson, M. L. (2009, June). *So long, Lake Wobegon? Using teacher evaluation to raise teacher quality*. Washington, DC: Center for American Progress.
- Education Commission of the States (2009). *Facilities funds/facilities assistance*. Retrieved October 3, 2009 from Education Commission of the States website:
<http://mb2.ecs.org/reports/Report.aspx?id=88>
- Farmer-Hinton, R. L. (2006, June). On becoming college prep: Examining the challenges charter school staff members face while executing a school's mission. *Teachers College Record* 108 (6), 1214-1240.
- Federal Register. (December 3, 2007). Vol. 72, No. 231.
- Finn, C. E., Manno, B., & Vanourek, G. (2000). *Charter schools in action: Renewing public education*. Princeton, NJ: Princeton University Press.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. White Plains, NY: Longman.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Education Research Journal*, 38(3), 915-945.
- Gleason, P., & Dynarski, M. (1998, June). *Do we know whom to serve? Issues in using risk factors to identify dropouts*. New York, NY: MDRC.
- Goldring, E. B., & Shapira, R. (1993). Choice, empowerment, and involvement: What satisfies parents? *Educational Evaluation and Policy Analysis*, 15(4), 396-409.
- Gordon, R., Kane, T. J., & Staiger, D. O. (2006). *Identifying effective teachers using performance on the job*. Washington, DC: The Brookings Institution.
- Governement Accounting Office. (2003). *Charter schools: New charter schools across the country and in the District of Columbia face similar start-up challenges*. (GAO-03-899). Washington, DC: Author.
- Gronberg, T. J., & Jansen, D. W. (2005). *Texas charter schools: An assessment in 2005*. Austin, TX: Texas Public Policy Foundation.
- Hanushek, E. A. (1971). Teacher characteristics and gains in student achievement: Estimation using microdata. *American Economic Review*, 61(2), 280-288.
- Hanushek, E. A., Kain, J. F., Rivkin, S. G., & Branch, G. F. (2007). Charter school quality and parental decision making with school choice. *Journal of Public Economics*, 91, 823-848.
- Harvey, J., & Rainey, L. (2006). *High-quality charter schools at scale in big cities: Results of a symposium*. Seattle, WA: National Charter School Research Project.
- Hess, F. M. (2008). *Educational entrepreneurship: Possibilities for school reform*. Cambridge, MA: Harvard University Press.

- Hill, N. E., and Chao, R. K. (Eds.). (2009). *Families, schools, and the adolescent: Connecting research, policy, and practice*. New York, NY: Teachers College Press.
- Howell, W. (2006). Switching schools? A closer look at parents' initial interest in and knowledge about the choice provisions of No Child Left Behind. *Peabody Journal of Education*, 81(1), 140-179.
- Landin, D. J. (1996). Evidence of student attendance as an independent variable in education production functions. *Journal of Educational Research*, 89, 155-162.
- Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, 24(1), 37-62.
- Levine, D. U., & Lezotte, L. W. (1990). *Unusually effective schools: A review and analysis of research and practice*. Madison, WI: The National Center for Effective Schools Research & Development.
- Mayer, G., & Mitchell, L. (1993). A dropout prevention program for at-risk high school students: Emphasizing consulting to promote positive classroom climates. *Education Treatment of Children*, 16(2), 135-146.
- Mead, S., & Rotherham, A. J. (2007, September). *A sum greater than the parts: What states can teach each other about charter schooling*. Washington, DC: Education Sector.
- Newman, F. M. (Ed.). (1992). *Student engagement and achievement in American secondary schooling*. New York, NY: Teachers College Press.
- Newman, F. M. (2002). Achieving high-level outcomes for all students: The meaning of staff-shared understanding and commitment. In W. D. Hawley (Ed.), *The keys to effective schools: Educational reform as continuous improvement* (pp. 28-42). Thousand Oaks, CA: Corwin Press.
- Newman, F. M., & Wehlage, G. H. (1995). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Paul, F. G. (2005). Grouping with Algebra I: A structural sieve with powerful effects for low-income, minority, and immigrant students. *Educational Policy*, 19(2), 262-82.
- Pribesh, S., & Downey, D. B. (1999). Why are residential and school moves associated with poor school performance? *Demography*, 36, 521-534.
- Raudenbush, S. W. (2004). What are value-added models estimating and what does this imply for statistical practice? *Journal of Educational and Behavioral Statistics*, 29, 121-129.
- Robelen, E. W. (2008, September, 10). Differing organizational models help charters divide up the load. *Education Week*, p. S5.
- RPP International. (2000). *The state of charter schools*. Washington, DC: U.S. Department of Education.
- Schneider, B. (2006). *Forming a college-going community in U.S. public high schools*. East Lansing, MI: Michigan State University.

- Smith, N. (2005). *Texas roundup: Charter schooling in the Lone Star State*. Washington, DC: Progressive Policy Institute.
- Smrekar, C. (2009). The social context of magnet schools. In M. Berends, M. G. Springer, D. Ballou, & H. J. Walberg (Eds.), *Handbook of research on school choice* (pp. 393-407). New York, NY: Routledge.
- Smrekar, C., & Goldring, E. (1999). *School choice in urban America: Magnet schools and the pursuit of equity*. New York, NY: Teachers College Press.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Sullins, C., & Miron, G. (2005, March). *Challenges of starting and operating charter schools: A multicase study*. Kalamazoo, MI: The Evaluation Center, Western Michigan University.
- Swanson, C. B., & Schneider, B. (1999). Students on the move: Residential and educational mobility in America's schools. *Sociology of Education*, 72, 54-67.
- Texas Center for Educational Research. (2006, May). *Texas open-enrollment charter schools: 2004-05 evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2007, March). *Texas open-enrollment charter schools: 2006-07 evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2008, May). *Texas charter school evaluation: 2006-07*. Austin, TX: Author.
- Texas Center for Educational Research. (2009, June). *Evaluation of new Texas charter schools: First interim report*. Austin, TX: Author.
- Texas Education Agency. (2007). *Charter school program grant application*. Austin, TX: Author.
- Texas Education Agency. (2008). *Grade-level retention in Texas public schools, 2005-06* (Document No. GE08 601 01). Austin, TX: Author.
- Texas Education Agency. (2009a, May). *2009 accountability manual: The 2009 accountability rating system for Texas public schools and school districts*. Austin, TX: Author.
- Texas Education Agency. (2009b). *Summary of charter awards and closures*. Austin, TX: Author.
- U.S. Department of Education. (2004). *Evaluation of the public Charter Schools Program: Final report*. Washington, D.C.: Author.
- U.S. Department of Education. (2008). *A commitment to quality: National Charter School Policy Forum report*. Washington, D.C.: Author.
- Weiher, G. R., & Tedin, K. L. (2002). Does choice lead to racially distinctive schools? Charter schools and household preferences. *Journal of Policy and Management*, 21(1), 79-92.

- Wells, A. S., Lopez, A., Scott, J., & Holme, J. J. (1999). Charter schools as a postmodern paradox: Rethinking stratification in an age of deregulated school choice. *Harvard Education Review*, 69 (2), 172-204.
- Wells, A. S. (1996). African American students' view of school choice. In B. Fuller & R. F. Elmore (Eds.), *Who chooses? Who loses?* New York, NY: Teachers College Press.
- Wohlstetter, P., Wenning, R., & Briggs, K. L. (1995). Charter schools in the United States: The question of autonomy. *Educational Policy*, 9(4), 331-359.

APPENDIX A

OVERVIEW OF CASE STUDIES OF GENERATION 13 CHARTER SCHOOLS

Case studies of individual charter schools are valuable because, in contrast to aggregate statistics derived from analyses of PEIMS, AEIS, or survey data, they provide detailed information about actual schools (Bulkey & Fisler, 2002; Farmer-Hinton, 2006). The case studies presented in the interim report provide in-depth descriptions of new charter schools' implementation processes and challenges, staff experiences, as well as classroom activities and interactions. The case studies identify common themes in the experiences of new charter schools and identify issues particular to individual schools or types of charter schools. Researchers selected Generation 13 charter schools for case studies because these schools were just getting started in the fall of 2008. Researchers visited schools before they enrolled students in the summer of 2008, at the end of schools' first semesters of operation (November 2008), and again at the conclusion of the schools' first year of operation (May 2009). As part of the ongoing evaluation, researchers will visit schools a fourth time at the end of their second year of operation (May 2010).

Although by definition Generation 13 charter schools are those schools that received authorization to begin serving students in the fall of 2008, several of the case study charter schools present exceptions to this definition. Three of the case studies schools began serving students during the 2007-08 school year, and were beginning their second year of operation in the fall of 2008 (Columbus Academy, Viewpoint Academy, and SPCHS). Another case study school was a pre-existing residential program for students with emotional and learning disabilities; however, its charter school component was new in 2008 (Cedar School). And the only university charter authorized in Generation 13 existed as a campus charter school for ten years prior to reconfiguring as a university charter school in 2008 (BSU Charter School).

METHODOLOGY

Following the methodology of Wells, Lopez, Scott, and Holme (1999), charter schools selected for case study analysis differ in locations, grade levels served, and educational missions. Further, case study charter schools were selected such that they represented each class of Texas charter school that currently operates in the state. Table A.1 provides an overview of each of the case study charter schools included in the evaluation.

Table A.1. Overview of Generation 13 Charter School Case Study Sites

School Name ^a	Class	Grade Levels Served 2008-09	Location	Mission
Columbus Charter School	Campus (conversion)	K-7	Urban	Dual-language classrooms, fine arts, environmental sciences
Self-Paced Charter High School (SPCHS)	Campus Charter School (contract)	9-12	Urban	Accelerated program for at-risk high school students
The Cedar School	Open-enrollment	9-12	Rural	Residential program for students with emotional challenges
West Ridge Charter School	Open-enrollment	PK-1	Suburban	Early intervention behavioral program
Viewpoint Academy	Open-enrollment	5-10	Urban	College preparatory program for disadvantaged students
Canyon Academy	Open-enrollment	K-8	Urban	College preparatory program with an emphasis on science and technology
Bluebonnet State University Charter School (BSU)	University	K-5	Small town/rural	Constructivist elementary school program and university teacher preparation program

Sources: Charter school documents and site visit data.

^aCharter schools are identified by pseudonyms.

Securing Participation of Case Study Sites

Researchers presented an overview of the Evaluation of New Texas Charter Schools and its case study component to new charter school operators at TEA's charter school orientation held in May 2008. Researchers invited charter school operators to volunteer for case studies and advised them of site selections early in the summer, noting that participation in the case studies was entirely voluntary. In June of 2008, researchers reviewed charter school application and planning documents and identified ten potential case study sites. (Researchers over-selected schools, anticipating that some schools would decline to participate in case studies.) In June and July, researchers contacted charter school operators inviting their schools' participation in the evaluation. Eight of the ten contacted schools agreed to participate in case studies. One school declined the invitation, noting that it had delayed its opening to the 2009-10 school year, and a second did not respond. A third school was dropped as a potential site because of persistent scheduling difficulties.

Site Visit Activities

Summer site visits. In July 2008, researchers confirmed case study participation with school operators and coordinated a schedule of site visits to be conducted in August 2008, just prior to schools' openings. Teams of one to two researchers visited each school for a full day. Summer visits included interviews with school founders, administrators, and others involved in getting the new charter schools started, as well as focus group discussions with board members (open-enrollment and university charters only) and teachers. Interviews and focus group discussions focused on charter school application processes, the

identification of board members, recruitment of staff and students, the barriers to getting started, as well as the supports that enabled schools to overcome barriers.³⁶

Fall site visits. In November 2008, teams of two researchers visited schools for a second full day, and conducted follow up interviews with school administrators, and follow up focus group discussions with board members (open-enrollment and university charters only) and teachers. In addition, fall visits included observations in core content area classrooms. This set of site visits focused on the challenges and supports to implementing new charter schools in their early months of operation, and the classroom implementation of charter school programs.

Spring site visits. In May 2009, researchers visited each site visit campus for a third full day. Spring site visits included classroom observations, interviews with school administrators and focus group discussions with teachers. Interviews and discussions focused on how schools' overcame first year challenges to program implementation, changes in respondents' roles and perceptions across the 2008-09 school year, and charter schools' plans for the 2009-10 school year. For campus charter schools, site visits also included an interview with district-level administrators responsible for oversight of campus charters. District administrator interviews addressed the districts' philosophy towards charter schools, the role charters play in achieving district goals, the supports districts provide to campus charters, and the challenges districts may experience in administering campus charter programs.

In addition to focus group discussions with teachers, spring site visits to three charter schools included focus group discussions with students. Prior to scheduling site visits, TCER used parent student contact databases provided by charter schools to facilitate the evaluation's parent survey to identify the parent contact information for students in Grades 6 through 12 who attended Columbus Charter School, Viewpoint Academy, and Canyon Academy. Parents of students at West Ridge and BSU Charter School were not contacted because neither school enrolled students in Grades 6 through 12 in 2008-09. Parents of students attending SPCHS were not contacted because school administrators did not provide parent contact information, and the parents of Cedar School students were not contacted because nearly all students attending the school in 2008-09 were wards of the state.

At each of the three campuses, TCER randomly selected 25 students in Grades 6 through 12 to participate in focus groups,³⁷ and sent the parent of each identified student a letter requesting permission for their student to participate in the discussion, a parental consent form, and a postage paid envelope in which parents could return signed consent forms to TCER. The parent letter clarified that participation in the discussion was voluntary and students would not be penalized for choosing not to participate. It indicated that focus group discussions would be recorded, but that students would not be identified by name and responses would remain confidential. The letter provided information about the types of questions researchers would ask during focus groups and requested "active parent consent" for student participation in discussions. Parents indicated consent by returning a signed consent form to TCER in the provided postage paid envelope. The number of parents who returned signed consent forms varied from 4 to 7 across the three campuses.

Prior to spring site visits, researchers provided campus principals with a list of students identified for focus groups and asked principals to facilitate the focus group by providing a space for the discussion (e.g., a conference room) and releasing students from class at the scheduled time for the discussion. At the start of focus groups, researchers advised students that their parents had provided consent for their participation in the discussion, but that students' participation was voluntary. Researchers asked students

³⁶One school, West Ridge Charter School, was unable to participate in summer 2008 site visits due to a number of scheduling challenges. Researchers completed summer data collection activities when they visited the school in November of 2008.

³⁷Researchers over-selected students anticipating that not all parents would return signed forms.

to describe their experiences attending charter schools, the reasons they or their parents chose a charter school, and how their charter school differed from their previous school. In addition, researchers asked what students liked best and least about their charter school.

Analysis of Case Study Data

Case study data were analyzed using a grounded theory approach,³⁸ in which researchers reviewed interview recordings and notes, and classroom observation data to identify common categories and constructs in responses, and common themes within constructs by case study site (Strauss & Corbin, 1990). Classroom observation data were analyzed to understand each school's instructional approach as well as the alignment of instruction with school mission. Researchers drafted summaries of interviews and classroom observations and followed up with school personnel to fill in gaps and clarify ambiguities.

Once individual site visit summaries were complete, researchers worked together to identify themes and constructs that were common across sites, as well as those that were particular to certain classes of charter schools, and those that were limited to individual schools.

OVERVIEW OF CASE STUDY SITES

Campus Charter Schools

The TEC provides for several types of charter schools authorized by traditional districts, known as campus or campus program charters. Existing district schools may *convert* to charter school status when parents and teachers agree to reconstitute the school as a charter school. Districts also may *contract* with external entities to operate a charter school within the district's boundaries, and districts may choose to operate a charter school "program" within a larger traditional school setting. Despite their status as charter schools, campus charters and campus program charters remain under the purview of the local school board and receive both state and local funding (TEC §§ 12.054-12.065).

Columbus Charter School

Columbus Charter School is an urban *conversion* campus charter school that serves students in kindergarten through seventh grade that expanded to include the eighth grade in the 2009-10 school year. The schools' urban district was experiencing declining enrollment and promoted charter school conversions as a means to introduce innovative instructional programs, engage local communities in public schools, and retain district students.

Prior to its conversion to a charter school, Columbus was an elementary school (K-5) that offered a dual language program that was popular with parents and students. In spite of demand for the program, Columbus was losing enrollment because of a centralized district transfer policy that created barriers for parents interested in enrolling students in the school, and the district was considering closing Columbus as part of an effort to consolidate schools with low enrollments. Columbus' administrators promoted the conversion to a choice-based charter school as a means to sidestep the district transfer policies and ensure that the school remained open. School administrators hosted information sessions about charter school conversion for teachers and parents that included representatives from other charter schools in the district and rapidly gained the support needed to apply for charter school status. Columbus presented its application to the district school board in spring 2007 and was authorized to begin serving students as a charter school in fall 2007.

³⁸Grounded theory holds that qualitative researchers derive categories, or constructs, "directly from their data rather than from theories developed by other researchers" (Gall, Borg, & Gall, 1996, pp. 564-565).

The school's instructional program focuses on dual language education, fine arts, and environmental sciences. Columbus' mission is to:

... prepare students for future success by empowering them with a well-rounded, solid academic foundation emphasizing multiple languages, the fine arts and science. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society (school website).

Columbus students may enroll for English-only or dual language instruction in Spanish or Russian. In dual language classrooms, teachers alternate between English and Russian or Spanish. During an observation of a dual language social studies lesson in fall 2008, the teacher had students read the United States Constitution in English, but questioned students in Spanish. In an observed a dual language reading classroom, students completed TAKS objectives in English, but also read passages from Spanish language texts. Class activities were clearly divided between the two languages, and teachers reinforced that students were not to speak English during the Spanish portion of the period or Spanish during the English portion of the period. However, teachers made exceptions when necessary to overcome communication barriers.

While many new charter schools face considerable start-up difficulties, Columbus Charter School staff members did not identify any noteworthy barriers to the conversion process. Parents, teachers, and community members were all involved in the application process, and wrote letters to the district supporting the conversion. The PTA and local businesses and philanthropic organizations provided financial support for the program, including revenue to purchase land adjacent to the school and to provide portable buildings enabling Columbus to expand its program to include students through Grade 8.

In interviews conducted in fall 2008 and spring 2009, Columbus' administrators and teachers noted that they have had to take on more responsibilities since the school converted to a charter school. Teachers said they often lose planning or lunch periods in order to attend frequent school meetings to address planning the charter school program. Teachers reported taking on extra duties related to curriculum development that would not be expected of them at a larger public school. Teachers said that increased collaboration enabled them to manage extra responsibilities by sharing instructional resources that reduced their planning time.

Columbus' administrators also took on new duties when the school converted to charter status. On top of traditional duties, one administrator now spends more time working with external entities, such as arts-oriented performance groups, that are involved with the school, as well as coordinating parent volunteers. Administrators also worked to develop the school's curriculum and to recruit teachers with the skills to teach in a dual language program.

Self-Paced Charter High School (SPCHS)

In 2008-09, SPCHS was in its second year of operation as a campus charter school in a large urban district. SPCHS is operated under contract with an area church that sought to introduce a secular, alternative high school designed to reduce dropouts. The church applied for and received a charter to operate a school in the urban district; however, the district does not provide facilities or teachers for its contract charters. In 2007-08, SPCHS was located in two temporary locations, which required that the school move during its first year. In fall 2008, it moved to its permanent campus which is located in a community center facility owned by the church. The campus is made up of four classrooms—one for each of the core content areas—and an open space where administrators have cubicle offices. There is only one restroom for the school's 250 students and the school lacks space for elective classes and a gymnasium.

SPCHS offers an accelerated, self-paced program in which students may make up lost credits and achieve a high school diploma in fewer than four years using an online curriculum. SPCHS has a flexible attendance policy and students attend a 4-hour school day offered in a morning or afternoon session. SPCHS' attendance policy is designed to increase attendance rates for at-risk students who struggle with the attendance requirements of traditional high schools. Students work to recover missing credits, completing courses at an accelerated pace using a technology-based curriculum. In the fall of 2008, SPCHS was at full enrollment. Most students are minorities from low-income backgrounds, and many have experienced behavioral and disciplinary problems in the urban district's traditional high schools.

SPCHS received an Academically Unacceptable accountability rating from the state for the 2007-08 school year, which disappointed parents and frustrated administrators who sought to highlight the school's achievement in graduating 22 potential dropouts in its first year. To address concerns about instruction, SPCHS hired a curriculum specialist, adopted a new online curriculum, and recruited new teaching staff for the 2008-09 school year. SPCHS teachers are employees of the church and not the urban district. The church did not have sufficient funding to pay competitive salaries, and hired primarily first-year teachers, which created challenges because several teachers required additional training and support from administrative staff. SPCHS could not afford to send teachers to fee-for-service training provided by the urban district because of the cost and the difficulty of finding substitute teachers qualified to work in an online instructional environment.

SPCHS implements an online program intended to promote accelerated attainment of course credits. Although classrooms were well-furnished for a computer-based curriculum (enough computer workstations to accommodate every student, including tables, chairs, and new computers), classrooms lacked the resources necessary to provide direct instruction, such as science labs and headphones for audio instruction in language classrooms. In classroom observations conducted in fall 2008, students primarily used computers for instruction, and teachers facilitated student work and provided direct instruction for small groups of students who needed additional support. During focus group interviews conducted in fall 2008, teachers said that they spent a large proportion of class time managing students' off-task behaviors, such as visiting social networking sites and listening to music, and teachers noted that the close proximity of computer work stations facilitated student cheating on online assignments. To address behavioral issues, administrators said they planned to implement more individualized instruction and increase direct instruction to 35% of class time during the spring semester.

However, during site visits conducted in spring 2009, only one observed teacher used computers for instruction (science). In other classes, students worked independently using textbooks (math) or participated in teacher-directed activities (e.g., paragraph writing in ELA). Teachers expressed growing frustration with student discipline during spring interviews, and complained that school administrators were ineffective at managing behavioral challenges. Several teachers reported they would not return in fall 2010.

The Cedar School

The Cedar School is an open-enrollment charter school designed to meet the needs of high school students with severe emotional and behavioral problems. The school is a new component of a longstanding Texas program for children who have been abused, neglected, or are runaways. For more than 30 years, the nonprofit entity Soft Landings has provided counseling and shelter to children in crisis. For more than 20 years, Soft Landings has operated a rural, residential facility, the Cedar Treatment Center (CTC), for children who are homeless, in state custody, or otherwise unable to live with a parent or guardian. CTC provides long-term counseling and medical care for up to 80 children, ages 6 to 17. Prior to the passage of the No Child Left Behind (NCLB) Act in 2001, the local school district provided instruction for all children living at CTC. Students with less severe problems attended district schools, and students with serious emotional challenges received instruction on site from several special education

teachers assigned to CTC by the local district. This arrangement became untenable for high school students with the passage of NCLB and its mandate that all students be taught by “highly qualified” teachers. The local district met NCLB’s requirements by ensuring that its teachers were certified in the subject areas they taught, but did not have the resources to provide a certified teacher for every high school subject taught on CTC’s campus. Thus, all of CTC’s high school students were required to attend district schools, which created a range of problems for CTC’s students and the schools they attended.³⁹

Many of CTC’s high school students were emotionally unprepared to ride school buses, attend mainstreamed classes, and interact socially with students who did not live at CTC, and they suffered setbacks attending district schools. The district was challenged by the wide range of CTC students’ instructional and behavioral needs, and was spending increased time managing classroom disruptions and disciplinary referrals. To resolve issues, Soft Landings’ CEO suggested applying for authorization from the state to operate an AEC charter school⁴⁰ on the CTC campus. The CEO suggested the idea in 2005, but Soft Landings’ governing board dismissed the notion, asserting that a charter school looked “like a lot of work.” But in 2006, perspectives had changed and Soft Landings’ board was open to the idea of an open-enrollment charter high school. The local district superintendent approved of this thinking, calling it a “win-win” solution in a posting on the district’s website.

The Cedar School opened in the fall of 2008, serving 28 students in Grades 9 through 12, and expanded to include Grades 7 and 8 in 2009-10. The school’s mission is to “provide a safe, structured and consistent” educational environment aligned with CTC’s behavioral therapy services (school documents). The school provides individualized instruction and support for students’ emotional and behavioral needs. Class sizes are small—12 or fewer students—and all teachers are trained in meeting the needs of students with emotional challenges. Counselors and staff from the residential facility are available throughout the school day, and students are permitted “time outs” from instruction, when needed.

The Cedar School experienced substantial difficulty getting started, and many of its challenges emerged from school administrators’ and board members’ lack of educational expertise and from the difficulty of combining residential and educational services. The school’s superintendent resigned shortly after the school opened, and remaining administrators took on many of the superintendent’s responsibilities. Administrators also took over the responsibilities of some inexperienced teachers and served as students’ academic counselors. In spring 2009, day-to-day management tasks were handled by the school’s special education director and PEIMS coordinator, and a Dallas-based consultant filled the role of superintendent. The consultant remained in contact with school staff and participated in monthly board meetings.

The school is located in a set of three temporary buildings on the CTC property. Teachers have or are working towards dual certification in a core content subject area and in special education. The school employs a single teacher for each core subject area taught, and teachers are required to prepare and teach core content area lessons for each grade level served, as well as two elective courses. Instruction is tailored to individual student needs, and each student has a Personal Education Plan (PEP). Although most of Cedar’s students receive special education services, some are capable of advanced work, and the use of PEPs ensures that students are working at the appropriate level. In classes observed in fall 2008 and spring 2009, teachers used a variety of strategies to address students’ instructional needs but spent a large part of class time managing student behavior.

³⁹The local district continues to provide instruction to students in elementary and middle school grades on the CTC campus.

⁴⁰Texas permits schools that serve large proportions of at-risk students to register as alternative education programs. Alternative education programs are subject to separate accountability provisions in AEIS.

West Ridge Charter School

West Ridge Charter School is an open-enrollment charter school located at the outskirts of a large city. The school is operated by Mesa Youth and Family Services (MYFS), an established social services agency dedicated to meeting the social and emotional needs of the region's low income families and children. In providing social services, MYFS recognized the need for an educational program designed for children who struggle with social and emotional issues and sought to open a charter school that would provide support for such students. MYFS opened West Ridge in August 2008 and began its program serving students in PK, K, and first grade. The school will add a grade level each year as students matriculate and eventually plans to serve students through Grade 12.

West Ridge's mission is to make the "best effort in educating every student academically, culturally, physically, and emotionally to become a contributing member of society and a lifelong learner" (school documents). A majority of the students enrolled at West Ridge during the 2008-09 school year were from low-income and minority backgrounds, and while West Ridge is designed to serve students who may experience barriers to learning, it is not an AEC and is rated under TEA's standard accountability procedures.⁴¹ The school maintains small class sizes (about 16 students) and incorporates a Whole Language⁴² approach to the development of literacy skills, emphasizing reading throughout the curriculum. In addition, instruction focuses on the development of appropriate social skills, and teachers actively model and discuss behavioral choices and their effects. During classroom observations conducted in fall 2008 and spring 2009, teachers made a point of apologizing if they made a mistake (e.g., misspelling a students' name) and explaining to students why an apology was needed. Every observed classroom contained a "time out" space for students experiencing behavioral challenges.

West Ridge is located in a repurposed grocery store, and MYFS provided funding to purchase, renovate, and furnish the facility to meet the needs of an elementary school. Each classroom has tables and space for students to sit on the floor, a set of computers loaded with educational programs, and ample instructional materials (e.g., blocks, books, crayons, paper, manipulatives for math instruction, educational games). The school has a computer lab, a cafeteria, and a small playground, but lacks a gymnasium and a library. West Ridge's relationship to MYFS facilitated strong support from local businesses and community, and some teachers said they were interested in working at West Ridge because of MYFS's reputation in providing support for families and children.

West Ridge experienced few challenges across its first year of operation, and most of the challenges that occurred were related to the school's mission of serving students with emotional difficulties (e.g., frequent discipline issues). Teachers said they had the flexibility to be creative and to differentiate instruction to meet individual student needs, and because West Ridge did not serve students in the third grade during the 2008-09 school year, teachers said they were not focused on testing outcomes. School administrators noted that strong support from MYFS enabled West Ridge to avoid many of the challenges experienced by other new charter schools.

⁴¹Texas schools that serve primarily at-risk students may receive accountability ratings under a separate alternative education accountability system. Schools that are not focused on at-risk students receive accountability ratings under the state's standard accountability system.

⁴²The Whole Language approach teaches reading through the recognition of words in every day contexts and the use of books that are not textbooks.

Viewpoint Academy

Viewpoint Academy is one of five open-enrollment charter schools operated by the Hidden Valley Learning Group (HVLG) in a metropolitan region of Texas. HVLG was among Texas' first charter holders and has more than 10 years experience operating charter schools in the state. HVLG's first charter school was located in a suburban community and drew students from largely middle-income, suburban districts as well as private schools. The school started by serving only students in Grades 5 through 8 and expanded its program to high school as students matriculated. When the school moved to a larger facility, it added Grades 1 through 4. HVLG's first school quickly established a reputation for the high quality of its instructional program, including its nationally recognized high school and accreditation as an International Baccalaureate (IB) program.

With the success of its first charter school, HVLG was challenged to expand its program to serve the needs of students living in low-income communities, and it opened its second charter school in a low-income and largely Hispanic neighborhood in the area's central city. A Texas-based nonprofit that focuses on building strong communities through improved public education provided support for the expansion, donating \$10 million worth of land and facilities to the new school. The second charter program began with students in Grades 4 and 5, adding upper grades as students matriculated and elementary grades as the program became more established.

HVLG's expansion to serve low-income students was rapidly viewed as a success. The second school's students scored well on Texas' statewide assessment, TAKS, and the school received high accountability ratings from the state. In 2006, the nonprofit organization provided further support for expanding HVLG's program into three new schools located in low-income neighborhoods with few educational choices. The expansion also received considerable support from national and regional philanthropic organizations focused on improving education.

One of three new HVLG charter schools authorized in Generation 13, Viewpoint Academy opened during the 2007-08 school year, serving students in Grades 5 through 7 and Grade 9.⁴³ The school added Grades 8 and 10 in the fall of 2008, and will grow to a complete K-12 college preparatory program by 2012. Viewpoint's students are predominantly African American and most come from low-income backgrounds. Like all HVLG charter schools, Viewpoint's mission is "to provide an education that empowers students to reach their highest potential and inspires their love of learning" (school documents). The school incorporates a longer school day and year, and students who are missing work or struggling with assignments are required to attend school on Saturdays. Teachers are available to students by cell phone in the evenings in order to provide support for homework.

Viewpoint relies heavily on the use of data to guide instruction and teachers meet weekly with colleagues to discuss student progress, align instruction, and receive training designed to improve student outcomes. Administrators actively monitor classroom instruction, conducting frequent walkthrough observations and providing constructive feedback to teachers. Teachers participate in two weeks of training each summer. One week focuses on campus-specific needs and the second is spent in district-wide professional development activities. Teachers who are new to HVLG spend an additional three days in orientation to the district's mission and goals.

As part of the HVLG network of charter schools, Viewpoint started with access to substantial expertise in the management and operation of charter schools. HVLG provided support in locating and purchasing Viewpoint's facilities, and provides ongoing assistance in terms of training for teachers and

⁴³ Although Viewpoint Academy is characterized as a Generation 13 charter school, it had what administrators term a "soft opening" during the 2007-08 school year. At that time, Viewpoint operated as an extension of one of HVLG's existing charter schools.

administrators and providing instructional support staff. Despite the support, Viewpoint experienced a number of challenges in getting started. Its building is large enough to accommodate the school's expansion over time and has classrooms well suited for instruction, but lacks appropriate facilities for physical education and science instruction, as well as a fully functioning cafeteria space.

Viewpoint also experienced staffing challenges as it got started. The school requires that teachers work long hours, but offers lower salaries than the area's traditional district schools. Teacher burnout and competition from area districts contributed to high rates of teacher turnover during its first year. Viewpoint's teachers also struggled with students' weak academic preparation and poor behavior, which created challenges to implementing the school's college preparatory curriculum. In spite of challenges, teachers were pleased with the progress they had made and turnover rates had stabilized in the fall of 2008.

Canyon Academy

Canyon Academy is one of two open-enrollment charter schools operated by the Horizon School System (HSS) in an urban region of Texas. HSS's first school, Mountain Academy opened in 2005, offering a curriculum rich in science, math, and technology to students in Grades 6 through 12. The school was a rapid success. It earned an Exemplary rating through the state's accountability system in its first year, and it drew students from throughout the city and from some suburban communities. The strong demand for the program, coupled with parent interest in an HSS-operated elementary school led HSS to apply for authorization to operate two additional K-12 charter schools—a second program in the same urban area and a third in a different Texas city. Both programs were approved as part of the Generation 13 cycle of charter schools. Canyon Academy opened in the fall 2008, serving 269 students in kindergarten through Grade 8, and added Grades 9 and 10 in the fall 2009. HSS encountered difficulty obtaining funding to purchase or lease a facility for its third charter school, which delayed its opening until the 2009-10 school year.

HSS works in close partnership with another “sister” system of Texas charter schools. Both sets of schools offer the same science, math and technology based curriculum, and the larger sister system provides training and mentoring opportunities for HSS administrators and teachers, as well as computer software designed to streamline school management tasks. Canyon Academy's mission is to “create a safe and healthy learning environment that will nurture, motivate and enable our... youth to develop into mindful and responsible, contribute people who their community [sic] and the diverse society in which we all live” To achieve this goal, Canyon Academy focuses on the “the development of creative, critical thinking and learning skills... through cooperative, interactive instruction in the core curricular areas” (school documents). In addition to a rigorous, college preparatory curriculum, Canyon Academy emphasizes strong student discipline and offers a wide range of extracurricular activities, including participation in academic competitions and field trips to regional, national, and international sites of interest. The school actively seeks to include parents in the learning process and teachers are required to make at least four home visits a year to students in their homeroom classes.

Because Canyon Academy administrators did not have access to state funding until the school opened, they obtained bank loans to purchase facilities. Once they had funds, administrators found that many properties were out of their price range, and when they did find a space, it required extensive renovations that were still incomplete when the school opened in fall 2008. While facilities were satisfactory for the school's first year, administrators hope to add a fenced dining area outside and a gymnasium in the future. The school also lacked instructional resources during its first year. The library was sparsely furnished and the school's PTO was conducting a fundraising campaign to purchase books.

During fall 2008 and spring 2009 observations in Canyon Academy classroom, teachers spent most of the class time on direct instruction and allowed some time for students to work individually. Teachers

employed a variety of instructional methods, including lecturing, asking students to solve problems and answer questions, and watching videos. Students were generally well-behaved and engaged with their coursework.

Canyon Academy's teachers reported that management issues were their greatest challenge during the school's first year. Challenges arose primarily because the school did not employ substitutes. If a teacher was sick or away from school to attend professional development, other teachers had to fill in during their planning periods and lunch breaks. Teachers were also frustrated with their lack of influence in school decision making, and students' needs for remediation. Teachers also reported difficulties with parents who made excuses for children who ignored assignments or would not study.

Bluebonnet State University Charter School

BSU Charter School is a university charter school located in a small town in a largely rural section of the state. BSU operates the charter school, which served about 150 students in Grades K through 5 in 2008-09, and the charter school's goals are integrally linked to those of the university's teacher preparation program in elementary education. The charter school's mission is to improve the education for its students by providing a learning environment that supports "student development of autonomy, openness, problem solving, and integrity" and to enhance educator preparation by providing observational and field-based experiences for university students pursuing degrees in elementary education (school documents).

BSU Charter School offers a constructivist curriculum⁴⁴ and provides observation and practicum teaching experiences for BSU students majoring in elementary education. Instruction is structured by learning centers for various subjects and teachers incorporate a stylized approach to the development of language skills and student thought processes. Across grade levels, teachers use consistent vocabulary, as well as constructivist instructional strategies and questioning techniques. Instruction is focused on enabling students to verbalize their thought processes and emphasizes the process for solving problems rather than simply arriving at the correct answer. Classrooms are self-contained and organized around learning-centers that facilitate student interaction.

BSU Charter School operated for 10 years as a campus charter school in the local school district before converting to a university charter in 2008. BSU partnered with the district to support the campus charter school, but when the university received a \$30 million legislative earmark to build an early childhood research facility, it sought to take over the charter school to ensure that its research facility would always house an elementary program. During the 2008-09 school year, the charter school was located in a small early childhood facility and several portable buildings adjacent to the university; however, in summer 2009, it moved into a space designed specifically for the charter school in the newly constructed research facility. The new school includes additional classroom space as well as a gymnasium, science lab, and computer lab. The move enabled the charter school to double its enrollment for the 2009-10 school year, adding a second classroom at each grade level.

BSU Charter School's experience as a campus charter school provided a strong foundation for the university charter. The school retained nearly all its staff and students throughout the transition, avoiding the need to recruit and train new staff as well as the need to market its program to parents. Despite these benefits, the charter school experienced a number of challenges in its early months of operation.

Although BSU Charter School gained increased support from the university when it restructured as a university charter, it lost the support of the traditional district's central administration, which created new

⁴⁴Constructivist learning theory is generally attributed the educator Jean Piaget, who sought to explain the mechanisms by which learners internalize knowledge. Constructivist theory holds that students construct knowledge from their experiences through internal processes of assimilation and accommodation.

responsibilities for school staff. The school struggled to implement its lunch program in compliance with federal standards, and administrators had to learn how to complete federal and state reporting requirements for a variety of school programs. The school's director said that it was difficult to find the support or training needed to complete the new administrative tasks.

The charter school's close relationship with the university also created challenges, particularly for teachers. Teachers said they needed to balance the amount of class time they spent supervising the university's student teachers with their responsibilities to elementary students. The alignment of BSU Charter School's calendar with that of the university affected attendance because some parents chose to keep their children home when older siblings who attended district schools had holidays that were not included on the university calendar.

APPENDIX B

TECHNICAL APPENDIX—HIERARCHICAL LINEAR MODELING (HLM)

EFFECTS OF CHARTER SCHOOL MATURITY ON STUDENTS' TAKS SCORES

As discussed in chapter 8, some research has established that new Texas charter schools tend to have reduced academic outcomes, particularly in their first year of serving students. However, researchers are divided as to whether new charter schools' academic outcomes improve as schools gain more experience. Some researchers have found that student outcomes improve as new schools mature (Hanushek, Rivkin, Kain, & Branch, 2007), while other researchers have found no evidence that new charter schools get better over time (Gronberg & Jansen, 2005). This appendix provides details on the analyses presented in chapter 8. Results presented here and in chapter 8 support prior research indicating that charter school performance does not improve as schools mature.

Analyses

The effect of charter school maturity on students' reading/ELA and mathematics *T* scores was analyzed using a 2-level HLM. Analyses were conducted for students attending an open-enrollment or university charter school in 2007-08. Separate analyses were performed for TAKS reading/ELA and mathematics as well as for standard and alternative charter school campuses.

Student-level model. In the student-level model, spring 2008 reading/ELA and mathematics *T* scores were regressed on spring 2007 reading/ELA and mathematics *T* scores, 2008 attendance rate, economic status (0 if not disadvantaged, 1 if disadvantaged), African American status (0 if not African American, 1 if African American), Hispanic status (0 if not Hispanic, 1 if Hispanic), LEP status (0 if not LEP, 1 if LEP), gender (0 if male, 1 if female), elementary grades (1 if in Grades 4 or 5, 0 if not), middle school grades (1 if in Grades 6, 7, or 8, 0 if not), and changed schools at the start of the 2007-08 school year (1 if yes, 0 if no). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2007 } T \text{ score}^{45} [\text{grand mean centered}])_{ij} + \beta_{2j}(\text{2008 attendance rate} [\text{grand mean centered}])_{ij} + \beta_{3j}(\text{Economic status})_{ij} + \beta_{4j}(\text{African American status})_{ij} + \beta_{5j}(\text{Hispanic status})_{ij} + \beta_{6j}(\text{LEP})_{ij} + \beta_{7j}(\text{Female})_{ij} + \beta_{8j}(\text{Elementary grades})_{ij} + \beta_{9j}(\text{Middle school grades})_{ij} + \beta_{10j}(\text{Changed school for 2007-08})_{ij} + r_{ij}.$$

With 2008 TAKS reading/ELA and mathematics *T* scores for both standard and alternative charter school campuses, significant variation was found across schools. Specifically, for standard charter school campuses, 17% of the variance in TAKS reading/ELA *T* scores and 21% of the variance in TAKS mathematics *T* scores was between campuses.⁴⁶ For alternative charter school campuses, 11% of the variance in TAKS reading/ELA *T* scores and 13% of the variance in TAKS mathematics *T* scores was between campuses. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficient for spring 2007 *T* scores (β_{1j}) was also specified as randomly varying.⁴⁷ The coefficient for 2008 attendance

⁴⁵“Spring 2007 *T* score” is a label used to represent spring 2007 reading/ELA *T* scores in the analysis of reading/ELA outcomes and spring 2007 mathematics *T* scores in the analysis of mathematics outcomes.

⁴⁶Variation in TAKS scores can be divided between variation over students and variation over schools. The percentage of this total variation in TAKS scores that is over schools is reported here. The presence of significant variation over schools indicates the need to employ multi-level modeling rather than conventional regression.

⁴⁷The deviance statistics were compared for models with spring 2007 TAKS *T* scores fixed and for models with spring 2007 *T* scores random. Reductions in the deviance statistics indicated that the addition of the random slope's contribution to the explanation of outcome variance was significant. Thus, the coefficients for spring 2007 TAKS *T* scores were specified as randomly varying.

rate (β_{2j}) was specified as fixed.⁴⁸ The coefficients for the remaining independent variables were specified as fixed.

School-level model. In the school-level model, number of years of operation ranged from 0 (2 year) to 5 (7 years). This model was developed to answer the question of whether charter schools that were in operation longer (more mature) had higher achievement scores than new (less mature) charter schools, after controlling for school achievement (the percentage of students at a campus who passed all 2007 TAKS tests taken [percentages ranged from 20% to 98% with a grand mean of 63%])⁴⁹ and whether or not the school was part of a chain or network of charter schools (0 if no, 1 if yes), as well as initial achievement, attendance, ethnicity, LEP status, economic status, gender, grade level, and school change. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Number of years of operation})_j + \gamma_{02}(\text{School achievement [grand mean centered]})_j + \gamma_{03}(\text{School chain})_j + \mu_{0j}.$$

Data

The student-level data file was created by selecting students (from TEA's master charter school student file from the fall of 2007) who attended open-enrollment or university charter school campuses in 2007-08. The charter school campus must have begun serving students during the 2001-02 through 2007-08 school years. Attendance rates and TAKS scores were then added to this data file. The school-level data file was created by selecting from AEIS campus data files those open-enrollment and university charter school campuses that enrolled students for the 2007-08 school year, and began operation during the 2001-02 through 2007-08 school years..

Our student-level model used prior achievement (2007) to control for the cumulative effects of observed and unobserved past experiences and ability on current achievement (2008) (Hanushek et al., 2006). Although TAKS reading/ELA and mathematics tests are administered in Grades 3 through 11, pre- and post-TAKS measures are available only for Grades 4 through 11. Thus, only charter school students who attended Grades 4 through 11 in 2007-08 were selected for analyses. Separate data files were created for TAKS reading/ELA and mathematics, and for students in SECs and AECs.

Separate analyses were performed for SECs and for AECs. Researchers felt that this was necessary because a large percentage of charter school campuses are classified by TEA as AECs. For example, of 423 charter school campuses operating in 2007-08, 167, or 39%, were AECs, and 256, or 61%, were SECs. AECs serve large percentages of students at risk of dropping out. According to TEA, these campuses have the option of being evaluated under AEA procedures and receive accountability ratings based on different performance standards and indicators/measures than those used for regular campuses (TEA, 2009). Unlike SECs, these campuses may place more of an emphasis on keeping students in school and less of an emphasis on performance on accountability measures like the TAKS. Thus, it seemed prudent to conduct separate analyses on SECs and AECs.

⁴⁸The deviance statistics were compared for models with spring 2008 attendance rate fixed and for models with spring 2008 attendance rate random. Reductions in the deviance statistics indicated that the addition of the random slope's contribution to the explanation of outcome variance was not significant. Thus, the coefficients for spring 2008 attendance rate were specified as fixed.

⁴⁹First year charter campuses were excluded from these analyses because prior year (2007) campus achievement was not available. It was, however, important to control for campus achievement because campus achievement was positively correlated with individual TAKS scores and negatively correlated with years of open-enrollment charter school operation.

Results

Statistical details for the TAKS reading/ELA analyses are provided in Tables B.1, B.2, and B.3, for the TAKS mathematics analyses in Tables B.4, B.5, and B.6. Limitations are described in Tables B.7 and B.8.

Table B.1. Descriptive Statistics for TAKS Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Changed school for 2007-08	14,922	0.58	0.49
Percentage of days in attendance	14,665	96.45	4.46
TAKS reading/ELA <i>T</i> score (2007)	12,617	49.82	9.65
TAKS reading/ELA <i>T</i> score (2008)	13,204	50.59	9.28
Female	14,922	0.52	0.50
African American	14,922	0.21	0.41
Hispanic	14,922	0.55	0.50
Eco. disadvantaged (1 = yes, 0 = no)	14,922	0.62	0.49
LEP (1 = yes, 0 = no)	14,922	0.07	0.26
Elementary grades (4 or 5 = 1, others = 0)	14,922	0.29	0.45
Middle grades (6 to 8 = 1, others = 0)	14,922	0.53	0.50
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Changed school for 2007-08	9,150	0.79	0.41
Percentage of days in attendance	8,954	86.76	14.54
TAKS reading/ELA <i>T</i> score (2007)	5,883	43.54	9.04
TAKS reading/ELA <i>T</i> score (2008)	4,143	44.26	8.77
Female	9,150	0.50	0.50
African American	9,150	0.23	0.42
Hispanic	9,150	0.53	0.50
Eco. disadvantaged (1 = yes, 0 = no)	9,150	0.69	0.46
LEP (1 = yes, 0 = no)	9,150	0.14	0.35
Elementary grades (4 or 5 = 1, others = 0)	9,150	0.02	0.15
Middle grades (6 to 8 = 1, others = 0)	9,150	0.12	0.32
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School achievement (percentage)	89	62.74	21.95
Years of operation (0 to 5 or 2 to 7 years)	89	2.49	1.93
School chain (1 = yes, 0 = no)	89	0.76	0.43
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School achievement (percentage)	68	31.01	15.47
Years of operation (0 to 5 or 2 to 7 years)	68	2.49	1.94
School chain (1 = yes, 0 = no)	68	0.90	0.31

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills data files.

Table B.2. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Reading/ELA Achievement

School-Level Analysis	Gamma Coefficient	Standard Error	t-value
Standard Education Campus Charter Schools			
Intercept	52.954	0.690	76.76***
School chain	-0.056	0.436	-0.13
Years of operation	-0.104	0.094	-1.11
School achievement ^a	0.040	0.007	5.72***
Changed school in 2007-08	-0.642	0.180	-3.57**
Attendance rate ^b	0.073	0.022	3.28**
Spring 2007 T score	0.568	0.012	47.27***
Female	0.243	0.127	1.92
African American	-1.441	0.267	-5.39***
Hispanic	-0.938	0.217	-4.33***
Economic disadvantage	-0.559	0.154	-3.64***
Limited English proficient	-1.613	0.331	-4.87***
Elementary level ^c	-1.732	0.431	-4.02***
Middle school level ^d	-0.390	0.352	-1.11
Alternative Education Campus Charter Schools			
Intercept	45.150	1.142	39.55***
School chain	-0.864	0.865	-1.00
Years of operation	-0.097	0.138	-0.70
School achievement ^a	0.032	0.018	1.81
Changed school in 2007-08	1.176	0.368	3.20**
Attendance rate ^b	0.008	0.016	0.53
Spring 2007 T score	0.535	0.018	29.05***
Female	0.516	0.245	2.10*
African American	-2.165	0.388	-5.59***
Hispanic	-1.055	0.310	-3.40**
Economic disadvantage	-0.318	0.283	-1.12
Limited English proficient	-2.187	0.355	-6.16***
Elementary level ^c	-0.246	0.692	-0.36
Middle school level ^d	0.925	0.506	1.83

* $p < .05$; ** $p < .01$; *** $p < .001$.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Notes. Includes only open-enrollment charter school campuses that began serving students during the 2001-02 through 2007-08 school years. Analyses included the following student counts. Standard education campuses = 11,904 and alternative education campuses = 3,302. Analyses included the following campus counts. Standard education campuses = 89 and alternative education campuses = 67. For standard education campuses, 17% of the variance in TAKS reading scores was between campuses. For alternative education campuses, 9% of the variance in TAKS reading scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 40% for standard education campuses and 43% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 40% for standard education campuses and 2% for alternative education campuses.

^aThe percentage of students at the campus who passed all TAKS tests in spring 2007.

^bThe percentage of membership days that a student was present.

^cThe student was in Grades 4 or 5.

^dThe student was in Grades 6, 7, or 8.

Table B.3. Variance Decomposition From Conditional HLM Models of Student Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
SEC Charter Schools				
Level-1 student effect	44.8133			
School mean	1.5387	85	321.99	0.000
2007 TAKS-outcome slope	0.0061	88	194.83	0.000
AEC Charter Schools				
Level-1 student effect	39.2607			
School mean	2.9459	57	271.34	0.000
2007 TAKS -outcome slope	0.0068	60	98.18	0.002

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills data files.

Table B.4. Descriptive Statistics for TAKS Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Changed school for 2007-08	14,922	0.58	0.49
Percentage of days in attendance	14,665	96.45	4.46
TAKS Math <i>T</i> score (2007)	12,658	49.37	9.89
TAKS Math <i>T</i> score (2008)	13,190	50.04	9.69
Female	14,922	0.52	0.50
African American	14,922	0.21	0.41
Hispanic	14,922	0.55	0.50
Eco. disadvantaged (1 = yes, 0 = no)	14,922	0.62	0.49
LEP (1 = yes, 0 = no)	14,922	0.07	0.26
Elementary grades (4 or 5 = 1, others = 0)	14,922	0.29	0.45
Middle grades (6 to 8 = 1, others = 0)	14,922	0.53	0.50
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Changed school for 2007-08	9,150	0.79	0.41
Percentage of days in attendance	8,954	86.76	14.54
TAKS math <i>T</i> score (2007)	5,753	41.70	7.24
TAKS math <i>T</i> score (2008)	4,053	42.70	7.37
Female	9,150	0.50	0.50
African American	9,150	0.23	0.42
Hispanic	9,150	0.53	0.50
Eco. disadvantaged (1 = yes, 0 = no)	9,150	0.69	0.46
LEP (1 = yes, 0 = no)	9,150	0.14	0.35
Elementary grades (4 or 5 = 1, others = 0)	9,150	0.02	0.15
Middle grades (6 to 8 = 1, others = 0)	9,150	0.12	0.32
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School achievement (percentage)	89	62.74	21.95
Years of operation (0 to 5 or 2 to 7 years)	89	2.49	1.93
School chain (1 = yes, 0 = no)	89	0.76	0.43
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School achievement (percentage)	68	31.01	15.47
Years of operation (0 to 5 or 2 to 7 years)	68	2.49	1.94
School chain (1 = yes, 0 = no)	68	0.90	0.31

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills data files.

Table B.5. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Mathematics Achievement

School-Level Analysis	Gamma Coefficient	Standard Error	t-value
Standard Education Campus Charter Schools			
Intercept	51.757	0.672	77.06***
School chain	0.417	0.492	0.85
Years of operation	0.048	0.109	0.44
School achievement ^a	0.056	0.010	5.65***
Changed school in 2007-08	-0.404	0.230	-1.76
Attendance rate ^b	0.131	0.018	7.41***
Spring 2007 <i>T</i> score	0.636	0.011	58.59***
Female	-0.476	0.141	-3.39**
African American	-1.492	0.303	-4.92***
Hispanic	-0.790	0.243	-3.25**
Economic disadvantage	-0.091	0.123	-0.74
Limited English proficient	-0.664	0.345	-1.93
Elementary level ^c	-2.193	0.441	-4.97***
Middle school level ^d	-0.965	0.246	-3.92***
Alternative Education Campus Charter Schools			
Intercept	42.625	0.981	43.45***
School chain	0.172	0.792	0.22
Years of operation	-0.033	0.136	-0.24
School achievement ^a	0.019	0.017	1.10
Changed school in 2007-08	0.777	0.454	1.71
Attendance rate ^b	0.022	0.011	2.07*
Spring 2007 <i>T</i> score	0.615	0.020	30.38***
Female	-0.122	0.175	-0.70
African American	-1.852	0.321	-5.77***
Hispanic	-0.935	0.305	-3.07**
Economic disadvantage	-0.114	0.266	-0.43
Limited English proficient	-0.346	0.312	-1.11
Elementary level ^c	-0.684	1.372	-0.50
Middle school level ^d	-0.192	0.311	-0.62

* $p < .05$; ** $p < .01$; *** $p < .001$.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Notes. Includes only open-enrollment charter school campuses that began serving students during the 2001-02 through 2007-08 school years. Analyses included the following student counts. Standard education campuses = 11,921 and alternative education campuses = 3,257. Analyses included the following campus counts. Standard education campuses = 89 and alternative education campuses = 67. For standard education campuses, 21% of the variance in TAKS mathematics scores was between campuses. For alternative education campuses, 12% of the variance in TAKS mathematics scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 50% for standard education campuses and 48% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 33% for standard education campuses and 0% for alternative education campuses.

^aThe percentage of students at the campus who passed all TAKS tests in spring 2007.

^bThe percentage of membership days that a student was present.

^cThe student was in Grades 4 or 5.

^dThe student was in Grades 6, 7, or 8.

Table B.6. Variance Decomposition From Conditional HLM Models of Student Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/ Random Effect	Variance Component	<i>df</i>	χ^2	<i>p</i>
SEC Charter Schools				
Level-1 student effect	37.5766			
School mean	3.5415	85	772.03	0.000
2007 TAKS-outcome slope	0.0039	88	187.26	0.000
AEC Charter Schools				
Level-1 student effect	24.8911			
School mean	2.9074	63	384.98	0.000
2007 TAKS-outcome slope	0.0128	66	144.55	0.000

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files; master charter school student file from the fall of 2007; 2008 individual student attendance rate data file; and 2007 and 2008 individual student Texas Assessment of Knowledge and Skills data files.

TAKS HLM Analyses Limitations

When missing data is an important issue, researchers must ask whether the surviving samples used in the analyses are representative of the original populations. In this case, one must ask if the results are representative of the students in the SEC and AEC charter schools that began operation during the 2001-02 through 2007-08 school years. Table B.7 compares the characteristics of all of the students in those schools with the samples used in the HLM analyses. Ethnic differences between the two groups were very small. Gender differences were small, although the percentages of female students were about 3 percentage points higher in the restricted samples. Similarly, economic differences were also small, although the percentages of economically disadvantaged students were about 2 percentage points lower in the restricted samples. The percentages of LEP students were 7 percentage points lower in the restricted SEC samples, and about 4 percentage points lower in the restricted AEC samples. Finally, the percentages of special education students were about 4 percentage points lower in the restricted SEC samples, and about 13 percentage points lower in the restricted AEC samples. Thus, the restricted samples are somewhat different than the original samples. While ethnic, economic, and gender differences are small, lower percentages of LEP and special education students were included in the analyses than in the SEC and AEC charter school populations.

Table B.7. Demographic Characteristics of Full and Restricted or Partial Samples, TAKS Analyses

Characteristic	Reading/ELA Standard EC Charters		Mathematics Standard EC Charters		Reading/ELA Alternative EC Charters		Mathematics Alternative EC Charters	
	Full	Partial	Full	Partial	Full	Partial	Full	Partial
Percentage minority	77.5%	77.9%	77.5%	77.9%	77.4%	77.0%	77.4%	78.0%
Percentage female	50.6%	53.5%	50.6%	53.4%	50.7%	53.5%	50.7%	53.9%
Percentage disadvantaged	65.3%	62.9%	65.3%	63.0%	71.8%	69.5%	71.8%	69.4%
Percentage LEP	12.9%	5.8%	12.9%	5.9%	18.8%	14.4%	18.8%	15.0%
Percentage special education	6.0%	1.9%	6.0%	1.9%	15.8%	3.1%	15.8%	2.7%

Note. The full sample represents all of the students in that category of charter schools. The partial or restricted sample represents the students used in the HLM analyses.

Because the TAKS is not a vertically equated test (i.e., the skills measured and the scoring from one grade to the next is along a continuum), results are not comparable from grade to grade and from year to year. Thus, researchers used standard scores (*T* scores) to compare students from one year to the next. These scores allow for normative comparisons (where students fall in the distribution of test scores from one year to the next), but not for criterion-referenced comparisons (where students fall on a scale of, for example, mathematics achievement from one year to the next).

EFFECTS OF CHARTER SCHOOL MATURITY ON STUDENTS' ATTENDANCE RATES

As discussed in chapter 8, researchers also investigated the effect of charter school maturity on student attendance. Included were students who attended open-enrollment or university charter school campuses in 2007-08 and were enrolled in Grades K through 12; charter school maturity was measured by the number of years a school has been enrolling students as reported by AEIS; and schools were limited to SECs and AECs that began operation during the 2001-02 through 2007-08 school years.

Analyses

Similar to our achievement analyses, the effect of charter school maturity on students' attendance was analyzed using a 2-level hierarchical linear model (HLM). Separate analyses were performed for SECs and AECs.

Student-level model. In the student-level model, 2008 attendance rates were regressed on 2007 attendance rates, economic status (0 if not disadvantaged, 1 if disadvantaged), African American status (0 if not African American, 1 if African American), Hispanic status (0 if not Hispanic, 1 if Hispanic), limited English proficient (LEP) status (0 if not LEP, 1 if LEP), gender (0 if male, 1 if female), early childhood grades (1 if in Grades K, 1 or 2, 0 if not), intermediate grades (1 if in Grades 3, 4, or 5, 0 if not), middle school grades (1 if in Grades 6, 7, or 8, 0 if not), and changed schools at the start of the 2007-08 school year (1 if yes, 0 if no). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(2007 \text{ attendance rate [grand mean centered]})_{ij} + \beta_{2j}(\text{Economic status})_{ij} + \beta_{3j}(\text{African American status})_{ij} + \beta_{4j}(\text{Hispanic status})_{ij} + \beta_{5j}(\text{LEP})_{ij} + \beta_{6j}(\text{Gender})_{ij} + \beta_{7j}(\text{Early childhood grades})_{ij} + \beta_{8j}(\text{Elementary grades})_{ij} + \beta_{9j}(\text{Middle school grades})_{ij} + \beta_{10j}(\text{Changed school for 2007-08})_{ij} + r_{ij}.$$

With 2008 attendance rates for both SECs and AECs, significant variation was found across schools. Specifically, for SECs, 12% of the variance in 2008 attendance rates was between campuses. For AECs, 56% of the variance in 2008 attendance rates was between campuses. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficient for spring 2008 attendance rates (β_{1j}) was also specified as

randomly varying (significant chi-square statistics). The coefficients for the remaining independent variables were specified as fixed.

School-level model. In the school-level model, number of years of operation ranged from 0 (2 year) to 5 (7 years). This model was developed to answer the question of whether charter schools that were in operation longer (more mature) had higher attendance rates than new (less mature) charter schools, after controlling for school achievement (the percentage of students at a campus who passed all 2007 TAKS tests taken [percentages ranged from 20% to 98% with a grand mean of 63%]) and whether or not the school was part of a chain or network of charter schools (0 if no, 1 if yes), as well as prior year attendance, ethnicity, economic status, LEP status, gender, grade level, and school change. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Number of years of operation})_j + \gamma_{02}(\text{School achievement [grand mean centered]})_j + \gamma_{03}(\text{School chain})_j + \mu_{0j}.$$

Data

The student-level data file was created by selecting students (from the TEA master charter school student file from the fall of 2007) who attended open-enrollment or university charter school campuses for all of 2007-08. Attendance rates along with student characteristics like economic status, LEP status, ethnicity, gender, grade range of the school attended, and whether or not a school change occurred at the start of the school year were added to this data file. The school-level data file was created by selecting from AEIS campus data files those open-enrollment and university charter school campuses that enrolled students for the 2007-08 school year and began operation during the 2001-02 through 2007-08 school years. Campus achievement rates, number of years of operation, and chain or network participation were added to this school-level file.

Results

Statistical details for the attendance analyses are provided in Tables B.8 through B.11 for both SEC and AEC charter schools.

Table B.8. Descriptive Statistics for Attendance Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Female	22,862	0.52	0.50
African American	22,862	0.26	0.44
Hispanic	22,862	0.50	0.50
Economically disadvantaged (1 = yes, 0 = no)	22,862	0.63	0.48
Early childhood grades (K, 1, or 2 = 1, others = 0)	22,862	0.31	0.46
Elementary grades (3 to 5 = 1, others = 0)	22,862	0.26	0.44
Middle grades (6 to 8 = 1, others = 0)	22,862	0.31	0.46
Changed school for 2007-08	22,862	0.53	0.50
2008 percentage of days in attendance	22,659	96.60	4.25
2007 percentage of days in attendance	20,880	93.11	11.71
LEP (1 = yes, 0 = no)	22,862	0.10	0.30
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Female	6,580	0.52	0.50
African American	6,580	0.23	0.42
Hispanic	6,580	0.54	0.50
Economically disadvantaged (1 = yes, 0 = no)	6,580	0.71	0.45
Early childhood grades (K, 1, or 2 = 1, others = 0)	6,580	0.07	0.26
Elementary grades (3 to 5 = 1, others = 0)	6,580	0.04	0.20
Middle grades (6 to 8 = 1, others = 0)	6,580	0.12	0.32
Changed school for 2007-08	6,580	0.74	0.44
2008 percentage of days in attendance	6,574	91.05	9.39
2007 percentage of days in attendance	6,256	80.25	16.63
LEP (1 = yes, 0 = no)	6,580	0.18	0.39
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	91	0.77	0.42
School achievement (percentage)	91	62.97	21.96
Years of operation (0 to 5 or 2 to 7 years)	91	2.49	1.95
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	68	0.90	0.31
School achievement (percentage)	68	31.01	15.47
Years of operation (0 to 5 or 2 to 7 years)	68	2.49	1.94

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008 individual student demographic data file, and 2007 and 2008 individual student attendance data files.

Table B.9. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Attendance Rates

School-Level Analysis	Gamma Coefficient	Standard Error	t-value
Standard Education Campus Charter Schools			
Intercept	95.124	0.344	276.28***
School chain	0.193	0.215	0.90
Years of operation	0.014	0.067	0.21
School achievement	0.024	0.006	4.27***
Female	-0.127	0.053	-2.38*
African American	0.460	0.156	2.96**
Hispanic	0.314	0.139	2.26*
Economic disadvantage	-0.226	0.072	-3.12**
Early childhood level ^b	0.707	0.239	2.95**
Elementary level ^c	0.958	0.238	4.03***
Middle school level ^d	0.806	0.171	4.72***
Changed school in 2007-08	0.413	0.090	4.57***
2007 attendance rate ^a	0.120	0.011	10.86***
Limited English proficient	0.290	0.118	2.46*
Alternative Education Campus Charter Schools			
Intercept	93.621	1.479	63.30***
School chain	-1.682	1.335	-1.26
Years of operation	-0.458	0.224	-2.04*
School achievement	0.022	0.032	0.68
Female	-0.704	0.228	-3.09**
African American	0.756	0.389	1.94
Hispanic	0.108	0.400	0.27
Economic disadvantage	-1.019	0.223	-4.57***
Early childhood level ^b	4.522	0.980	4.61***
Elementary level ^c	2.828	0.800	3.53**
Middle school level ^d	1.682	0.428	3.93***
Changed school in 2007-08	0.750	0.392	1.91
Attendance rate ^a	0.138	0.014	10.18***
Limited English proficient	1.129	0.385	2.93**

* $p < .05$; ** $p < .01$; *** $p < .001$.

Notes. Includes only open-enrollment charter school campuses that began serving students during the 2001-02 through 2007-08 school years. Analyses included the following student counts. Standard education campuses = 20,823 and alternative education campuses = 6,251. Analyses included the following campus counts. Standard education campuses = 90 and alternative education campuses = 76. For standard education campuses, 12% of the variance in 2008 attendance rates was between campuses. For alternative education campuses, 34% of the variance in TAKS reading scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 36% for standard education campuses and 11% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 12% for standard education campuses and 0% for alternative education campuses

^aThe percentage of membership days that a student was present in 2006-07.

^bThe student was in Grades K, 1 or 2 in 2007-08.

^cThe student was in Grades 3, 4, or 5 in 2007-08.

^dThe student was in Grades 6, 7, or 8 in 2007-08.

Table B.10. Variance Decomposition From Conditional HLM Models of Student Attendance, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
Standard EC Charter Schools				
Level-1 student effect	10.3747			
School mean	1.4016	86	2033.66	0.000
2007 attendance-outcome slope	0.0096	89	2025.91	0.000
Alternative EC Charter Schools				
Level-1 student effect	53.7922			
School mean	25.5330	64	1928.36	0.000
2007 attendance -outcome slope	0.0091	67	350.88	0.000

Attendance Analyses Limitations

Missing data was somewhat less of a problem in the attendance analyses because these analyses included more grade levels (Grades K through 12 instead of Grades 4 through 11). Again, it is informative to ask whether the surviving samples used in the analyses are representative of the original populations. Table B.11 compares the characteristics of the populations of students in those schools with the samples used in the HLM analyses. For both SEC and AEC charter schools, differences between the populations and the restricted samples were slight. Results can be generalized to the populations of SEC and AEC open-enrollment charter schools that began operation during the 2001-02 through 2007-08 school years.

Table B.11. Demographic Characteristics of Full and Restricted or Partial Samples, Attendance Analyses

Characteristic	Standard Education Charters		Alternative Education Charters	
	Full	Partial	Full	Partial
Percentage minority	77.5%	78.1%	77.4%	77.8%
Percentage female	50.6%	52.0%	50.7%	52.3%
Percentage disadvantaged	65.3%	65.8%	71.8%	71.0%
Percentage LEP	12.9%	10.6%	18.8%	18.3%
Percentage special education	6.0%	6.9%	15.8%	15.5%

Note. The full sample represents all of the students in that category of charter schools. The partial or restricted sample represents the students used in the HLM analyses.

EFFECTS OF CHARTER SCHOOL MATURITY ON STUDENTS' RETENTION STATUS

In chapter 8, researchers investigated the effect of charter school maturity on student retention. Included were students who attended open-enrollment or university charter school campuses in 2007-08 and were enrolled in Grades K through 11. Charter school maturity was measured by the number of years a school has been enrolling students as reported by AEIS, and charter schools were limited to SECs and AECs that began operation during the 2001-02 through 2007-08 school years.

Analyses

Retention status is a binary outcome. That is, a student is either retained or not retained. To predict retention status, we used HGLM with a Bernoulli sampling model, a log odds or logit link function, and student level and school level structural models identical to those in HLM. HGLM presents results for both unit-specific and population-average models. The unit-specific model holds constant the school attended, while the population-average model does not, but averages over all schools. Because the average log-odds of retention was found to vary significantly across schools (variance in average log-odds of retention was 0.81 for SECs and 0.83 for AECs, with significant chi-square values in both cases), this variation should be controlled or held constant. Consequently, only unit-specific results will be presented and discussed below. (Note, however, that results were similar for both models.)

Student-level model. The student-level model predicts the log-odds of retention (η_{ij}). Specifically, 2007-08 retention status⁵⁰ (1 if retained, 0 if not) was regressed on 2007-08 attendance rate, economic status (1 if disadvantaged, 0 if not disadvantaged), African American status (1 if African American, 0 if not African American), Hispanic status (1 if Hispanic, 0 if not Hispanic), limited English proficient (LEP) status (0 if not LEP, 1 if LEP), gender (1 if female, 0 if male), early childhood grade attendance (1 if in Grades K, 1 or 2, 0 if not), intermediate grade attendance (1 if in Grades 3, 4, or 5, 0 if not), middle school grade attendance (1 if in Grades 6, 7, or 8, 0 if not), and whether or not the student changed schools at the start of the 2007-08 school year (1 if yes, 0 if no). That is,

$$\eta_{ij} = \beta_{0j} + \beta_{1j}(\text{2007-08 attendance rate [grand mean centered]})_{ij} + \beta_{2j}(\text{African American status})_{ij} + \beta_{3j}(\text{Hispanic status})_{ij} + \beta_{4j}(\text{Economic status})_{ij} + \beta_{5j}(\text{LEP})_{ij} + \beta_{6j}(\text{Female})_{ij} + \beta_{7j}(\text{Early childhood grade attendance})_{ij} + \beta_{8j}(\text{Intermediate grade attendance})_{ij} + \beta_{9j}(\text{Middle school grade attendance})_{ij} + \beta_{10j}(\text{Changed school for 2007-08})_{ij} + r_{ij}.$$

In our conditional student-level model, the school mean level of retention (β_{0j}) was specified as randomly varying. The coefficient for spring 2008 attendance rates (β_{1j}) was specified as randomly varying when variation across schools was found (significant chi-square statistic). The coefficients for the remaining independent variables were specified as fixed.

School-level model. At the school level, β_{0j} is modeled as a function of the number of years of charter school operation, which ranged from 0 (2 year) to 5 (7 years), school achievement, the percentage of students at a campus who passed all 2007 TAKS tests taken (percentages ranged from 20% to 98% with a grand mean of 63%), and whether or not the school was part of a chain or network of charter schools (1 if yes, 0 if no). This model was developed to answer the question of whether charter schools that were in operation longer (more mature) had lower retention rates than new (less mature) charter schools, after controlling for school achievement, as well as attendance, ethnicity, economic status, LEP status, gender, grade level, and school change. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Number of years of operation})_j + \gamma_{02}(\text{School achievement [grand mean centered]})_j + \gamma_{03}(\text{School chain})_j + \mu_{0j}.$$

⁵⁰Student attended the same grade level in 2007-08 as in 2006-07.

Data

The student-level data file was created by selecting students who attended Grades K through 11 in open-enrollment or university charter school campuses in 2007-08. The students' 2007-08 attendance rates, 2008-09 grade levels, and characteristics such as economic status, LEP status, ethnicity, gender, grade range of the school attended, and whether or not a school change occurred at the start of the 2007-08 school year were added to this data file. Students were classified as retained if their 2008-09 grade level was the same as their 2007-08 grade level. Retention rates ranged from 2.4% at kindergarten and Grade 6 to 20.9% at Grade 9. The overall retention rate was 6.4%. Separate data files were created for students in SEC and AEC charter schools. The school-level data file was created by selecting from AEIS those open-enrollment and university charter schools that enrolled students for the 2007-08 school year and began during the 2001-02 through 2007-08 school years. Campus achievement rates, number of years of operation, and chain or network participation were added to this school-level file.

Results

Statistical details for the retention analyses are provided in Tables B.12 through B.15 for both SEC and AEC charter schools.

Table B.12. Descriptive Statistics for Retention Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Retained in 2007-08	21,656	0.03	0.18
Percentage of days in attendance 2007-08	21,493	96.71	4.11
Female	21,656	0.52	0.50
African American	21,656	0.26	0.44
Hispanic	21,656	0.50	0.50
Economically disadvantaged (1 = yes, 0 = no)	21,656	0.64	0.48
Early childhood grades (K, 1, or 2 = 1, others = 0)	21,656	0.32	0.47
Elementary grades (3, 4, or 5 = 1, others = 0)	21,656	0.27	0.44
Middle grades (6 to 8 = 1, others = 0)	21,656	0.32	0.47
Changed school for 2007-08	21,656	0.53	0.50
LEP (1 = yes, 0 = no)	21,656	0.10	0.31
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Retained in 2007-08	4,234	0.13	0.33
Percentage of days in attendance 2007-08	4,234	92.64	7.62
Female	4,234	0.52	0.50
African American	4,234	0.23	0.42
Hispanic	4,234	0.56	0.50
Eco. disadvantaged (1 = yes, 0 = no)	4,234	0.73	0.44
Early childhood grades (K, 1, or 2 = 1, others = 0)	4,234	0.11	0.31
Elementary grades (3, 4, or 5 = 1, others = 0)	4,234	0.06	0.24
Middle grades (6 to 8 = 1, others = 0)	4,234	0.17	0.38
Changed school for 2007-08	4,234	0.74	0.44
LEP (1 = yes, 0 = no)	4,234	0.20	0.40
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	91	0.77	0.42
School achievement (percentage)	91	62.97	21.96
Years of operation (0 to 5 or 2 to 7 years)	91	2.49	1.95
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	68	0.90	0.31
School achievement (percentage)	68	31.01	15.47
Years of operation (0 to 5 or 2 to 7 years)	68	2.49	1.94

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008 and 2009 individual student demographic data files, and 2008 individual student attendance data files.

Table B.13. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Retention Status

School-Level Analysis	Gamma Coefficient	Standard Error	t-value
Standard Education Campus Charter Schools			
Intercept	-3.395	0.307	-11.07***
School chain	-0.380	0.230	-1.65
Years of operation	-0.002	0.052	-0.03
School achievement	-0.011	0.004	-2.52*
2008 attendance rate ^a	-0.065	0.009	-7.11***
Female	-0.267	0.085	-3.12**
African American	0.331	0.168	1.98*
Hispanic	0.310	0.174	1.79
Economic disadvantage	0.349	0.113	3.10**
Early childhood level ^b	-0.515	0.258	-2.00*
Elementary level ^c	-0.444	0.258	-1.72
Middle school level ^d	-0.807	0.252	-3.20**
Changed school in 2007-08	0.324	0.130	2.50*
Limited English proficient	0.171	0.147	1.16
Alternative Education Campus Charter Schools			
Intercept	-2.275	0.570	-3.99***
School chain	-0.176	0.408	-0.43
Years of operation	-0.102	0.077	-1.32
School achievement	-0.011	0.010	-1.08
2008 attendance rate ^a	-0.058	0.008	-7.05***
Female	-0.383	0.124	-3.09**
African American	0.417	0.204	2.04*
Hispanic	0.363	0.199	1.83
Economic disadvantage	0.234	0.103	2.27*
Early childhood level ^b	-1.272	0.393	-3.24**
Elementary level ^c	-0.317	0.377	-0.84
Middle school level ^d	-1.515	0.336	-4.51***
Changed school in 2007-08	0.558	0.182	3.07**
Limited English proficient	0.096	0.193	0.50

* $p < .05$; ** $p < .01$; *** $p < .001$.

Notes. Includes only open-enrollment charter school campuses that began serving students during the 2001-02 through 2007-08 school years. Analyses included the following student counts. Standard education campuses = 21,493 and alternative education campuses = 4,234. Analyses included the following campus counts. Standard education campuses = 90 and alternative education campuses = 68.

^aThe percentage of membership days that a student was present in 2007-08.

^bThe student was in Grades K, 1 or 2 in 2007-08.

^cThe student was in Grades 3, 4, or 5 in 2007-08.

^dThe student was in Grades 6, 7, or 8 in 2007-08.

Table B.14. Variance Decomposition From Conditional HGLM Models of Student Retention, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
SEC Charter Schools				
School mean	0.5752	86	545.89	0.000
2008 attendance -outcome slope	0.0014	89	125.43	0.000
AEC Charter Schools				
School mean	0.9365	64	406.92	0.000
2008 attendance -outcome slope	Effect not random			

Retention Analyses Limitations

Similar to the attendance analyses, missing data was less of a problem than in the TAKS analyses because more grade levels (Grades K through 11 instead of Grades 4 through 11) were included. Again, it is informative to ask whether the surviving samples used in the analyses are representative of the original populations. Table B.15 compares the characteristics of the populations of students in those schools with the samples used in the HLM analyses. For both SEC and AEC charter schools, differences in demographics between the populations and the restricted samples were small. Results can reasonably generalize to the populations of SEC and AEC open-enrollment charter schools that began operation during the 2001-02 through 2007-08 school years.

Table B.15. Demographic Characteristics of Full and Restricted or Partial Samples, Retention Analyses

Characteristic	Standard Education Charters		Alternative Education Charters	
	Full	Partial	Full	Partial
Percentage minority	77.5%	77.0%	77.4%	78.8%
Percentage female	50.6%	51.7%	50.7%	51.6%
Percentage disadvantaged	65.3%	64.6%	71.8%	73.5%
Percentage LEP	12.9%	10.5%	18.8%	19.9%
Percentage special education	6.0%	6.3%	15.8%	16.2%

Note. The full sample represents all of the students in that category of charter schools. The partial or restricted sample represents the students used in the HGLM analyses.

APPENDIX C

PRINCIPAL SURVEY

The evaluation included a voluntary, online survey of principals and teachers in Generation 11, 12, and 13 open-enrollment, university, and campus charter schools administered in spring 2009. The survey asked principals and teachers a common set of questions about their background characteristics (e.g., gender and education), their schools' mission, goals, and working environment, as well as their satisfaction with their choice of employment. Teachers were routed to a separate set of questions probing their professional background, the reasons they chose to work in a new charter school, their experiences working in charter school classrooms, and the types of professional development they may have participated in during the 2008-09 school year. Principals were routed to a separate set of questions addressing issues related to school facilities, teacher and student recruitment, and the challenges and successes they experienced in starting a new charter school. This appendix focuses on the principals who participated in the spring 2009 survey, and Appendix D presents information on teacher respondents. This appendix describes administration processes, response rates, and the characteristics of principals who responded to the survey. In addition, it includes supplementary tables that present additional information referenced in report chapters. A copy of the spring 2009 online survey of new charter school principals and teachers is included in Appendix D.

METHODOLOGY

In spring 2009, the principal of each of the open-enrollment and campus charter schools included in Generations 11, 12, and 13 was sent an email inviting their participation in a voluntary, online survey. The email explained the purpose of the survey and provided a link by which principals could access the survey. Principals were given six weeks to complete the survey, and provided multiple reminders to complete the survey. In order to increase response rates, TCER accepted completed surveys through the conclusion of the 2008-09 school year (i.e., June 2009). Although four Generation 13 charter schools did not serve students during the 2008-09 school year, one such school employed a principal in spring 2009, and this principal responded to the survey.

PRINCIPAL RESPONSE RATES

Table C.1 presents response rates for the spring 2009 survey of principals by generation, type of charter school, and for all charter schools included in the evaluation. The response rate represents the percentage of charter school principals who responded to the survey. In 13 charter schools, multiple individuals responded to the survey (e.g., assistant principals). In these instances, TCER worked with charter schools to identify the individual who held primary responsibility for school management and oversight. This individual's survey response was retained and additional responses were omitted from survey results. This ensured that for each charter school only one principal's response was included in survey results. Results indicate the 64% of charter school principals responded to the survey and that principals of open-enrollment charter schools responded at somewhat higher rates than principals of campus charters (67% vs. 61%). Across both types of charter schools, principals of Generation 12 schools had the highest response rates, followed by principals in Generation 13 charters, and principals of Generation 11 charter schools responded at the lowest rates.

Table C.1. Principal Response Rates, Spring 2009

School Type/Generation	Principals Responding to the Survey	
	N	%
Open-Enrollment Charter Schools		
Generation 11 (n=11)	5	45.5%
Generation 12 (n=11)	9	81.8%
Generation 13 (n=11) ^a	8	72.7%
Total (N=33)	22	66.7%
Campus Charter Schools		
Generation 11 (n=8)	3	37.5%
Generation 12 (n=5)	4	80.0%
Generation 13 (n=10)	7	70.0%
Total (N=23)	14	61.0%
All New Charter Schools		
Generation 11 (n=19)	8	42.1%
Generation 12 (n=16)	13	81.3%
Generation 13 (n=21) ^a	15	71.4%
Total (N=56)	36	64.2%

Source: New Texas Charter School Principal Survey, spring 2009.

^aFour Generation 13 open-enrollment charter schools did not serve students in 2008-09; however, one such school employed a principal who responded to the spring 2009 survey. This school is included in the count of Generation 13 open-enrollment charters. The count for Generation 13 open-enrollment charters also includes one university charter school.

CHARACTERISTICS OF SURVEY RESPONDENTS

Table C.2. Characteristics of New Charter School Principals, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Male		Female		African American		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	2	40.0%	3	60.0%	1	20.0%	0	0.0%	4	80.0%
	12	5	55.6%	4	44.4%	3	33.3%	1	11.1%	5	55.6%
	13 ^a	2	25.0%	6	75.0%	3	37.5%	1	12.5%	4	50.0%
	All	9	40.9%	13	59.1%	7	31.8%	2	9.1%	13	59.1%
		2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%
Campus Charter	11	0	0.0%	4	100.0%	0	0.0%	2	50.0%	2	50.0%
	12	1	14.3%	6	85.7%	2	28.6%	3	42.9%	2	28.6%
	All	3	21.4%	11	78.6%	2	14.3%	8	57.1%	4	28.6%
	11	4	50.0%	4	50.0%	1	12.5%	3	37.5%	4	50.0%
	12	5	38.5%	8	61.5%	3	23.1%	3	23.1%	7	53.8%
All Charters	13 ^a	3	20.0%	12	80.0%	5	33.3%	4	26.7%	6	40.0%
	All	12	33.3%	24	66.7%	9	25.0%	10	27.8%	17	47.2%

Source: New Charter School Principal Survey, spring 2009.

Note. Ethnicity percentages will not total to 100. Other ethnicities are not included in the table.

^aThe count for Generation 13 open-enrollment charters also includes one university charter school.

Table C.3. Highest Education Level of New Charter School Principals, by Generation and Charter Type, 2008-09

Charter Type	Generation	Less than 4 years of college		Bachelors degree (BA/BS)		BA/BS and graduate courses		Masters degree		Doctorate	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	0	0.0%	0	0.0%	0	0.0%	4	80.0%	1	20.0%
	12	0	0.0%	0	0.0%	2	22.2%	6	66.7%	1	11.1%
	13 ^a	1	12.5%	2	25.0%	0	0.0%	5	62.5%	0	0.0%
	All	1	4.5%	2	9.1%	2	9.1%	15	68.2%	2	9.1%
		0	0.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Campus Charter	11	0	0.0%	0	0.0%	0	0.0%	3	75.0%	1	25.0%
	12	0	0.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%
	13	0	0.0%	0	0.0%	0	0.0%	13	92.9%	1	7.1%
	All	0	0.0%	0	0.0%	0	0.0%	7	87.5%	1	12.5%
		0	0.0%	0	0.0%	2	15.4%	9	69.2%	2	15.4%
All Charters	12	0	0.0%	0	0.0%	0	0.0%	12	80.0%	0	0.0%
	13 ^a	1	6.7%	2	13.3%	0	0.0%	28	77.8%	3	8.3%
	All	1	2.8%	2	5.6%	2	5.6%	28	77.8%	3	8.3%

Source: New Charter School Principal Survey, spring 2009.

^aThe count for Generation 13 open-enrollment charters also includes one university charter school.

Table C.4. New Charter School Principals' Prior Administrative Experience, as a Mean of Years by School Type and Generation, 2008-09

Charter Type	Generation	Years Administrative Experience in Public Schools			Years Administrative Experience in Private Schools			Years Administrative Experience in Charter Schools		
		N	Mean		N	Mean		N	Mean	
Open-Enrollment or University	11	5	4.5		5	0.0		5	3.8	
	12	9	5.1		9	0.2		9	2.7	
	13 ^a	8	4.0		8	0.0		8	3.2	
	All	22	4.6		22	0.1		22	3.1	
Campus Charter	11	3	6.7		3	0.0		3	1.3	
	12	4	10.5		4	0.0		4	2.2	
	13	7	4.9		7	2.1		7	3.3	
	All	14	6.9		14	1.1		14	2.6	
All Charters	11	8	5.3		8	0.0		8	2.9	
	12	13	6.8		13	0.2		13	2.5	
	13 ^a	15	4.4		15	1.0		15	3.3	
	All	36	5.5		36	0.5		36	2.9	

Source: New Charter School Principal Survey, spring 2009.

^aThe count for Generation 13 open-enrollment charters also includes one university charter school.

Table C.5. New Charter School Principals' Prior Teaching Experience, as a Mean of Years by School Type and Generation, 2008-09

Charter Type	Generation	Years Teaching Experience in Public Schools			Years Teaching Experience in Private Schools			Years Teaching Experience in Charter Schools		
		N	Mean		N	Mean		N	Mean	
Open-Enrollment or University	11	5	7.6		5	0.0		5	1.4	
	12	9	5.3		9	1.1		9	2.2	
	13 ^a	8	5.5		8	2.8		8	1.2	
	All	22	5.9		22	1.5		22	1.7	
Campus Charter	11	3	6.3		3	0.0		3	0.3	
	12	4	12.2		4	0.0		4	0.0	
	13	7	13.4		7	2.1		7	2.1	
	All	14	11.6		14	1.1		14	1.1	
All Charters	11	8	7.1		8	0.0		8	1.0	
	12	13	7.5		13	0.8		13	1.5	
	13 ^a	15	9.2		15	2.5		15	1.7	
	All	36	8.1		36	1.3		36	1.5	

Source: New Charter School Principal Survey, spring 2009.

^aThe count for Generation 13 open-enrollment charters also includes one university charter school.

Table C.6. New Charter School Principals' Tenure and Work Habits, as a Mean of Years, Days, and Hours by Generation and Charter Type, 2008-09

Charter Type	Generation	Including this school year, how many years have you worked in your current charter school?		How many days do you work each year (contracted)?		On average, how many hours per week do you work for this campus?	
		N	Mean	N	Mean	N	Mean
Open-Enrollment or University	11	5	3.1	5	253.6	5	67.0
	12	9	2.0	9	226.0	9	61.7
	13 ^a	8	1.5	8	211.8	8	59.4
	All	22	2.1	22	227.1	22	62.0
Campus Charter	11	3	1.7	3	150.7	3	56.7
	12	4	2.8	4	236.5	4	53.8
	13	7	4.3	7	201.3	7	61.1
	All	14	3.3	14	200.5	14	58.1
All Charters	11	8	2.6	8	215.0	8	63.1
	12	13	2.2	13	229.2	13	59.2
	13 ^a	15	2.8	15	206.9	15	60.2
	All	36	2.5	36	216.8	36	60.5

Source: New Charter School Principal Survey, spring 2009.

^aThe count for Generation13 open-enrollment charters also includes one university charter school.

Table C.7. Texas Mid-Management Certification Status by Generation and Charter Type

Charter Type	Generation	No		Yes	
		N	%	N	%
Open-Enrollment or University	11	2	40.0%	3	60.0%
	12	5	55.6%	4	44.4%
	13 ^a	5	62.5%	3	37.5%
	All	12	54.5%	10	45.5%
Campus Charter	11	1	33.3%	2	66.7%
	12	1	25.0%	3	75.0%
	13	3	42.9%	4	57.1%
	All	5	35.7%	9	64.3%
All Charters	11	3	37.5%	5	62.5%
	12	6	46.2%	7	53.8%
	13 ^a	8	53.3%	7	46.7%
	All	17	47.2%	19	52.8%

Source: New Charter School Principal Survey, spring 2009.

^aThe count for Generation13 open-enrollment charters also includes one university charter school.

SUPPLEMENTARY TABLES

Table C.8. New Charter Schools' Mission and Goals, as a Percentage of All Respondents by Generation, 2008-09

Mission	Generation 11 Principals (n=4)	Generation 12 Principals (n=9)	Generation 13 Principals (n=9)	All Respondents (N=22)
<i>Elementary and Middle School Programs</i>				
College preparatory program	50.0%	44.4%	44.4%	45.5%
Focus on science and technology	25.0%	44.4%	11.1%	27.3%
Program for at-risk students	0.0%	22.2%	33.3%	22.1%
Gifted and talented program	0.0%	22.2%	22.2%	18.2%
Focus on liberal arts	0.0%	22.2%	11.1%	13.6%
Focus on foreign languages	0.0%	0.0%	11.1%	4.5%
Montessori program	0.0%	0.0%	0.0%	0.0%
Other ^a	50.0%	22.2%	66.7%	45.5%
<i>High School Programs</i>	(n=5)	(n=5)	(n=8)	(N=18)
College preparatory	100.0%	60.0%	62.5%	72.2%
Technical or career preparation	40.0%	0.0%	25.0%	22.2%
Focus on science and technology	60.0%	0.0%	12.5%	22.2%
Focus on advanced coursework (AP or IB)	20.0%	0.0%	25.0%	16.7%
Dropout recovery	20.0%	0.0%	25.0%	16.7%
Focus on liberal arts	40.0%	0.0%	0.0%	11.1%
Focus on foreign languages	0.0%	0.0%	12.5%	5.6%
Other	0.0%	20.0%	0.0%	5.6%

Source: Survey of New Charter School Principals, spring 2009.

Notes. The number of respondents (N) represents the number of principals working in a school that serves students in either elementary and middle school grades or high school grades. Some schools enroll students at multiple levels (middle school and high school grades), so the number of principals responding across levels (26) is larger than the total number of open-enrollment charter school principals responding to the survey (22). Percentages will not total to 100. Principals could select more than one program type to describe their school's mission and goals.

Table C.9. Charter Facility Type, as a Percentage of All Respondents by Generation, 2008-09

Facility Type	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Custom built	12.5%	7.7%	20.0%	13.9%
College or university building	12.5%	23.1%	13.3%	16.7%
Retail space/strip mall	0.0%	7.7%	6.7%	5.6%
Former private school	0.0%	7.7%	6.7%	5.6%
Church	12.5%	7.7%	6.7%	8.3%
Other public building	0.0%	15.4%	0.0%	5.6%
Warehouse	0.0%	15.4%	0.0%	5.6%
Office building	0.0%	0.0%	6.7%	2.8%
Community building	0.0%	0.0%	13.3%	5.6%
Former traditional district school	0.0%	7.7%	20.0%	11.1%
Other	62.5%	7.7%	6.7%	19.4%

Source: New Charter School Principal Survey, spring 2009.

Table C.10. New Charter Schools' Ability to Accommodate Growth, as a Percentage of All Respondents by Generation, 2008-09

Growth Issue	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Facility is large enough to accommodate increased enrollment	37.5%	76.9%	66.7%	63.9%
School plans to expand to serve additional grade levels	50.0%	69.2%	53.3%	58.3%
Facility space will accommodate additional grade levels	12.5%	53.8%	46.7%	41.7%
School shares space with another organization	75.0%	53.8%	26.7%	47.2%

Source: New Charter School Principal Survey, spring 2009.

Table C.11. Facilities Issues for New Charter Schools, as a Mean of All Respondents by Generation, 2008-09

Facilities Issue	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Office space	2.2	2.2	2.4	2.3
Cafeteria equipment	1.8	2.4	2.2	2.2
Classroom space	2.1	2.2	2.1	2.2
Cafeteria space	1.8	2.3	2.4	2.2
General maintenance	2.1	1.8	1.9	1.9
Classroom computers	1.8	2.1	2.5	2.2
Library space	2.5	2.1	2.5	2.3
Computer labs	2.0	1.5	2.2	1.9
Grounds/Outdoor maintenance	1.5	1.8	2.0	1.8
Other	1.0	4.0	2.7	2.6

Source: Survey of New Charter School Principals, spring 2009.

Notes: Mean ratings based on a 4-point scale: (1) *not a problem* (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

Table C.12. Methods of Financing New Charter School Facilities, as a Percentage of All Respondents by Generation, 2008-09

Financing Method	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Lease	37.5%	38.5%	26.7%	33.3%
Purchase (mortgage/loan)	0.0%	30.8%	26.7%	22.2%
Month to month rent	25.0%	0.0%	13.3%	11.1%
Donated	0.0%	0.0%	6.7%	2.8%
Other	37.5%	30.8%	26.7%	30.6%

Source: Survey of New Charter School Principals, spring 2009.

Table C.13. New Charter Schools' Methods of Teacher Recruitment, as a Percentage of All Respondents by Generation, 2008-09

Teacher Recruitment Method	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Word of mouth	62.5%	84.6%	60.0%	69.4%
Referrals from districts	12.5%	30.8%	40.0%	30.6%
University recruitment event	37.5%	61.5%	40.0%	47.2%
Regional teacher recruitment fairs	37.5%	53.8%	53.3%	50.0%
Coordination with a teachers' college	0.0%	23.1%	46.7%	27.8%
Advertisements in newspapers or trade journals	50.0%	53.8%	33.3%	44.4%
Coordination with an independent teacher organization (e.g., Teach for America)	25.0%	23.1%	13.3%	19.4%
Other	25.0%	7.7%	33.3%	22.2%

Source: New Charter School Principal Survey, spring 2009.

Notes: Percentages will not total to 100%. Respondents could provide more than one response.

Table C.14. New Charter Schools' Staffing Challenges, as a Mean of All Respondents by Generation, 2008-09

Staffing Challenges	Generation 11 Principals (n=8)	Generation 12 Principals (n=13)	Generation 13 Principals (n=15)	All Respondents (N=36)
Difficulty securing substitute teachers	2.2	1.7	2.4	2.1
Level of pay makes it difficult to recruit and retain quality staff	1.8	2.1	2.3	2.1
Difficulty recruiting teachers	2.1	2.0	1.7	1.9
High rate of teacher absenteeism	1.9	1.5	1.8	1.7
Difficulty recruiting experienced staff	1.8	2.0	2.1	2.0
Difficulty recruiting staff for a particular subject area (e.g., science and math)	2.0	2.0	1.9	2.0
High rate of teacher turnover	1.9	1.8	1.7	1.8
Difficulty recruiting and retaining paraprofessionals	1.6	1.5	1.5	1.5
Training staff in the school's mission and goals	1.5	1.6	1.5	1.6

Source: New Charter School Principal Survey, spring 2009.

Notes: Mean ratings based on a 4-point scale: (1) not a problem, (2) minor problem, (3) moderate problem, and (4) serious problem.

Table C.15. New Charter Schools' Methods of Student Recruitment and Average Percent of Enrollment Attracted by Methods, as a Percentage of All Respondents by Generation, 2008-09

Method Used and Percent of Enrollment Drawn (Average)	Generation 11 Principals (n=8)		Generation 12 Principals (n=13)		Generation 13 Principals (n=15)		All Respondents (N=36)	
	Used	Enroll.	Used	Enroll.	Used	Enroll.	Used	Enroll.
Parent/student word of mouth	87.5%	53.4%	84.6%	25.6%	73.3%	34.6%	80.6%	35.3%
Flyers, brochures, posters	87.5%	6.7%	76.9%	28.8%	80.0%	24.5%	80.6%	22.6%
Print advertising (i.e., newspaper, magazines)	87.5%	11.1%	76.9%	16.4%	73.3%	14.4%	77.8%	14.5%
Community outreach	75.0%	16.4%	76.9%	16.6%	66.7%	5.0%	72.2%	12.5%
Traditional district referral	62.5%	13.0%	46.2%	15.2%	80.0%	30.0%	63.9%	21.0%
Broadcast advertising (i.e., TV, radio)	37.5%	4.7%	30.8%	3.4%	40.0%	9.4%	36.1%	6.0%
Coordination with military recruitment entities	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	2.8%	0.0%
Coordination with juvenile justice entities	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	2.8%	0.0%
Other	0.0%	100.0%	33.3%	2.7%	33.3%	22.5%	25.0%	24.8%

Source: New Charter School Principal Survey, spring 2009.

Notes. Percentages will not total to 100. Respondents could select more than one response.

Table C.16. New Charter School Principals' Job Satisfaction, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	6	12.5%	9	18.8%	20	41.7%	13	27.1%
	12	3	3.5%	5	5.9%	37	43.5%	40	47.1%
	13	2	2.6%	7	9.2%	35	46.1%	32	42.1%
Campus Charter	All	11	5.3%	21	10.0%	92	44.0%	85	40.7%
	11	4	13.3%	1	3.3%	10	33.3%	15	50.0%
	12	0	0.0%	0	0.0%	13	44.8%	16	55.2%
	13	10	6.2%	16	9.9%	81	50.0%	55	34.0%
All Charters	All	14	6.3%	17	7.7%	104	47.1%	86	38.9%
	11	10	12.8%	10	12.8%	30	38.5%	28	35.9%
	12	3	2.6%	5	4.4%	50	43.9%	56	49.1%
	13	12	5.0%	23	9.7%	116	48.7%	87	36.6%
All		25	5.8%	38	8.8%	196	45.6%	171	39.8%

Source: New Charter School Principal Survey, spring 2009.

APPENDIX D

TEACHER SURVEY

As discussed in Appendix C, the evaluation includes information collected through a voluntary, online survey of principals and teachers in Generation 11, 12, and 13 open-enrollment, university, and campus charter schools administered in spring 2009. The survey asked principals and teachers a common set of questions about their background characteristics (e.g., gender and education), their schools' mission, goals, and working environment, as well as their satisfaction with their choice of employment, and then routed principals and teachers to separate sets of questions. Teachers were routed to questions addressing their professional background, the reasons they chose to work in a new charter school, their experiences working in charter school classrooms, and the types of professional development they may have participated in during the 2008-09 school year. Principals were routed to a set of questions addressing management issues in new charter schools. This appendix focuses on the teachers who participated in the spring 2009 survey, and Appendix C presents information on principal respondents. This appendix describes administration processes, response rates, and the characteristics of teachers who responded to the survey. In addition, it includes supplementary tables that present additional information referenced in report chapters and a copy of the spring 2009 online survey of new charter school principals and teachers.

METHODOLOGY

In spring 2009, the principal of each open-enrollment, university, and campus charter school included in Generations 11, 12, and 13 was sent an e-mail containing a link to the survey of new charter school principals and teachers. Four Generation 13 charter schools did not employ teachers during the 2008-09 school year, and one Generation 11 open-enrollment charter school relied on teachers who were employed by a community college and were not charter school staff. These schools were not identified for the teacher survey. The e-mail explained the purpose of the survey and principals were asked to forward the e-mail to each teacher working on their campus. Teachers were given six weeks to complete the survey, and principals were provided multiple reminders asking them to encourage teachers' participation in the survey. In order to increase response rates, TCER accepted completed surveys through the conclusion of the 2008-09 school year (i.e., June 2009).

SCHOOL-LEVEL RESPONSE RATES: TEACHER SURVEY

Table D.1 presents the school-level response rates for teachers responding to the spring 2009 teacher survey, disaggregated by charter school generation, charter school type, and for all charter schools. School-level response rates represent the percentage of schools identified for teacher surveys in which teachers completed surveys. Overall, about 59% of charter schools identified for surveys had teachers who participated in the survey. School-level response rates were higher for campus (65%) than for open-enrollment charter schools (55%). In order that teacher survey responses are not identifiable to a particular school, responses for teachers working in the Generation 13 university charter school are included in results for Generation 13 open-enrollment charters.

Table D.1. School-Level Response Rates, Teacher Survey, Spring 2009

School Type/Generation	Schools with Teachers Responding to the Survey	
	N	%
Open-Enrollment Charter Schools		
Generation 11 (n=10) ^a	3	30.0%
Generation 12 (n=11)	8	72.7%
Generation 13 (n=10) ^b	6	60.0%
Total (N=31)	17	54.8%
Campus Charter Schools		
Generation 11 (n=8)	2	25.0%
Generation 12 (n=5)	4	80.0%
Generation 13 (n=10)	9	90.0%
Total (N=23)	15	65.2%
All New Charter Schools		
Generation 11 (n=18) ^a	5	27.7%
Generation 12 (n=16)	12	75.0%
Generation 13 (n=20) ^b	15	75.0%
Total (N=54)	32	59.2%

Source: New Texas Charter School Teacher Survey, spring 2009.

^aOne Generation 11 open-enrollment charter relied on teachers who were employees of a local community college and were not employed by the charter school. These teachers did not participate in the survey and the school is not included in the count for Generation 11 open-enrollment charter schools.

^bFour Generation 13 open-enrollment charter schools did not employ teachers in 2008-09. The count for Generation 13 open-enrollment charters includes one university charter school.

CHARACTERISTICS OF SURVEY RESPONDENTS

The following tables present information about the characteristics of teachers who participated in the spring 2009 survey.

Table D.2. Characteristics of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Male		Female		African American		Hispanic		White		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	11	25.6%	32	74.4%	1	2.3%	9	20.9%	33	76.7%	0	0.0%
	12	19	24.1%	60	75.9%	6	7.7%	13	16.7%	54	69.2%	5	6.4%
	13 ^a	17	25.0%	51	75.0%	13	19.1%	13	19.1%	38	55.9%	4	5.9%
	All	47	24.7%	143	75.3%	20	10.6%	35	18.5%	125	66.1%	9	4.8%
Campus Charter	11	6	22.2%	21	77.8%	3	11.1%	21	77.8%	2	7.4%	1	3.7%
	12	4	16.0%	21	84.0%	2	8.0%	4	16.0%	19	76.0%	0	0.0%
	13	41	26.5%	114	73.5%	16	10.3%	93	60.0%	35	22.6%	11	7.1%
	All	51	24.6%	156	75.4%	21	10.1%	118	57.0%	56	27.1%	12	5.8%
All Charters	11	17	24.3%	53	75.7%	4	5.7%	30	42.9%	35	50.0%	1	1.4%
	12	23	22.1%	81	77.9%	8	7.8%	17	16.5%	73	70.9%	5	4.9%
	13 ^a	58	26.0%	165	74.0%	29	13.0%	106	47.5%	73	32.7%	15	6.7%
	All	98	24.7%	299	75.3%	41	10.4%	153	38.6%	181	45.7%	21	5.3%

Source: New Texas Charter School Teacher Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.3. Highest Education Level of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Completed High School		Less Than 4 Years of College		Bachelors Degree (BA/BS)		BA/BS And Graduate Courses		Masters Degree		Doctorate	
		N	%	N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	2	4.7%	1	2.3%	23	53.5%	9	20.9%	8	18.6%	0	0.0%
	12	0	0.0%	1	1.3%	34	43.6%	20	25.6%	21	26.9%	2	2.6%
	13 ^a	0	0.0%	2	2.9%	34	50.0%	11	16.2%	19	27.9%	2	2.9%
	All	2	1.1%	4	2.1%	91	48.1%	40	21.2%	48	25.4%	4	2.1%
Campus Charter	11	0	0.0%	0	0.0%	6	22.2%	7	25.9%	14	51.9%	0	0.0%
	12	0	0.0%	0	0.0%	7	28.0%	6	24.0%	12	48.0%	0	0.0%
	13	1	0.6%	2	1.3%	71	45.8%	31	20.0%	48	31.0%	2	1.3%
	All	1	0.5%	2	1.0%	84	40.6%	44	21.3%	74	35.7%	2	1.0%
All Charters	11	2	2.9%	1	1.4%	29	41.4%	16	22.9%	22	31.4%	0	0.0%
	12	0	0.0%	1	1.0%	41	39.8%	26	25.2%	33	32.0%	2	1.9%
	13 ^a	1	0.4%	4	1.8%	105	47.1%	42	18.8%	67	30.0%	4	1.8%
	All	3	0.8%	6	1.5%	175	44.2%	84	21.2%	122	30.8%	6	1.5%

Source: New Texas Charter School Teacher Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.4. New Charter School Teacher Certification Status, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	I am currently certified to teach in Texas.			I am currently certified to teach in another state.		
		N	%		No	%	Yes
Open-Enrollment or University	11	12	27.9%	31	43	100.0%	0
	12	25	31.6%	54	70	88.6%	9
	13 ^a	24	35.3%	44	60	88.2%	8
	All	61	32.1%	129	173	91.1%	17
Campus Charter	11	2	7.4%	25	27	100.0%	0
	12	2	8.0%	23	25	100.0%	0
	13	16	10.3%	139	147	94.8%	8
	All	20	9.7%	187	199	96.1%	8
All Charters	11	14	20.0%	56	70	100.0%	0
	12	27	26.0%	77	95	91.3%	9
	13 ^a	40	17.9%	183	207	92.8%	16
	All	81	20.4%	316	372	93.7%	25

Table Continues

Table D.4. New Charter School Teacher Certification Status, as a Percentage of Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	I am working to obtain Texas teaching certification.			I am not certified and not working to obtain certification.		
		N	%		No	%	Yes
Open-Enrollment or University	11	33	76.7%	10	41	95.3%	2
	12	64	81.0%	15	70	88.6%	9
	13 ^a	49	72.1%	19	64	94.1%	4
	All	146	76.8%	44	175	92.1%	15
Campus Charter	11	25	92.6%	2	27	100.0%	0
	12	23	92.0%	2	25	100.0%	0
	13	139	89.7%	16	153	98.7%	2
	All	187	90.3%	20	205	99.0%	2
All Charters	11	58	82.9%	12	68	97.1%	2
	12	87	83.7%	17	95	91.3%	9
	13 ^a	188	84.3%	35	217	97.3%	6
	All	333	83.9%	64	380	95.7%	17

Source: New Texas Charter School Teacher Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.5. New Charter School Teachers' Route to Certification, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	College/University Undergraduate Certification Program		Alternative Certification Program (ACP)		College/University Post-Bachelor Certification Program	
		N	%	N	%	N	%
Open-Enrollment or University	11	11	25.6%	29	67.4%	3	7.0%
	12	36	48.0%	23	30.7%	16	21.3%
	13 ^a	27	39.7%	22	32.4%	19	27.9%
	All	74	39.8%	74	39.8%	38	20.4%
Campus Charter	11	16	59.3%	6	22.2%	5	18.5%
	12	10	40.0%	10	40.0%	5	20.0%
	13	80	51.6%	50	32.3%	25	16.1%
	All	106	51.2%	66	31.9%	35	16.9%
All Charters	11	27	38.6%	35	50.0%	8	11.4%
	12	46	46.0%	33	33.0%	21	21.0%
	13 ^a	107	48.0%	72	32.3%	44	19.7%
	All	180	45.8%	140	35.6%	73	18.6%

Source: New Texas Charter School Teacher Survey, spring 2009.

Note: Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.6. New Charter School Instructional Levels Taught, as Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Primary (PK-2)				Elementary (3-5)			
		No		Yes		No		Yes	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	32	74.4%	11	25.6%	32	74.4%	11	25.6%
	12	43	54.4%	36	45.6%	42	53.2%	37	46.8%
	13 ^a	44	64.7%	24	35.3%	50	73.5%	18	26.5%
	All	119	62.6%	71	37.4%	124	65.3%	66	34.7%
Campus Charter	11	17	63.0%	10	37.0%	18	66.7%	9	33.3%
	12	25	100.0%	0	0.0%	25	100.0%	0	0.0%
	13	107	69.0%	48	31.0%	112	72.3%	43	27.7%
	All	149	72.0%	58	28.0%	155	74.9%	52	25.1%
All Charters	11	49	70.0%	21	30.0%	50	71.4%	20	28.6%
	12	68	65.4%	36	34.6%	67	64.4%	37	35.6%
	13 ^a	151	67.7%	72	32.3%	162	72.6%	61	27.4%
	All	268	67.5%	129	32.5%	279	70.3%	118	29.7%

Table Continues

Table D.6. New Charter School Instructional Levels Taught, as Percentage of Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Middle (6-8)				High School (9-12)			
		No		Yes		No		Yes	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	27	62.8%	16	37.2%	23	53.5%	20	46.5%
	12	47	59.5%	32	40.5%	68	86.1%	11	13.9%
	13 ^a	35	51.5%	33	48.5%	46	67.6%	22	32.4%
	All	109	57.4%	81	42.6%	137	72.1%	53	27.9%
Campus Charter	11	26	96.3%	1	3.7%	15	55.6%	12	44.4%
	12	24	96.0%	1	4.0%	0	0.0%	25	100.0%
	13	76	49.0%	79	51.0%	141	91.0%	14	9.0%
	All	126	60.9%	81	39.1%	156	75.4%	51	24.6%
All Charters	11	53	75.7%	17	24.3%	38	54.3%	32	45.7%
	12	71	68.3%	33	31.7%	68	65.4%	36	34.6%
	13 ^a	111	49.8%	112	50.2%	187	83.9%	36	16.1%
	All	235	59.2%	162	40.8%	293	73.8%	104	26.2%

Source: New Texas Charter School Teacher Survey, spring 2009.

Note. Percentages will not total; teachers may have entered multiple responses.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.7. New Charter Schools' Subject Area Taught, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Language Arts				Social Studies				Reading			
		No		Yes		No		Yes		No		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	25	58.1%	18	41.9%	30	69.8%	13	30.2%	28	65.1%	15	34.9%
	12	37	46.8%	42	53.2%	43	54.4%	36	45.6%	43	54.4%	36	45.6%
	13 ^a	39	57.4%	29	42.6%	40	58.8%	28	41.2%	44	64.7%	24	35.3%
	All	101	53.2%	89	46.8%	113	59.5%	77	40.5%	115	60.5%	75	39.5%
Campus Charter	11	12	44.4%	15	55.6%	13	48.1%	14	51.9%	12	44.4%	15	55.6%
	12	17	68.0%	8	32.0%	21	84.0%	4	16.0%	24	96.0%	1	4.0%
	13	76	49.0%	79	51.0%	81	52.3%	74	47.7%	90	58.1%	65	41.9%
	All	105	50.7%	102	49.3%	115	55.6%	92	44.4%	126	60.9%	81	39.1%
All Charters	11	37	52.9%	33	47.1%	43	61.4%	27	38.6%	40	57.1%	30	42.9%
	12	54	51.9%	50	48.1%	64	61.5%	40	38.5%	67	64.4%	37	35.6%
	13 ^a	115	51.6%	108	48.4%	121	54.3%	102	45.7%	134	60.1%	89	39.9%
	All	206	51.9%	191	48.1%	228	57.4%	169	42.6%	241	60.7%	156	39.3%

Table Continues

Table D.7. New Charter Schools' Subject Area Taught, as a Percentage of Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Mathematics				Science				Other			
		No		Yes		No		Yes		No		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	29	67.4%	14	32.6%	30	69.8%	13	30.2%	28	65.1%	15	34.9%
	12	33	41.8%	46	58.2%	41	51.9%	38	48.1%	58	73.4%	21	26.6%
	13 ^a	38	55.9%	30	44.1%	43	63.2%	25	36.8%	41	60.3%	27	39.7%
	All	100	52.6%	90	47.4%	114	60.0%	76	40.0%	127	66.8%	63	33.2%
Campus Charter	11	12	44.4%	15	55.6%	12	44.4%	15	55.6%	20	74.1%	7	25.9%
	12	20	80.0%	5	20.0%	21	84.0%	4	16.0%	18	72.0%	7	28.0%
	13	75	48.4%	80	51.6%	88	56.8%	67	43.2%	104	67.1%	51	32.9%
	All	107	51.7%	100	48.3%	121	58.5%	86	41.5%	142	68.6%	65	31.4%
All Charters	11	41	58.6%	29	41.4%	42	60.0%	28	40.0%	48	68.6%	22	31.4%
	12	53	51.0%	51	49.0%	62	59.6%	42	40.4%	76	73.1%	28	26.9%
	13 ^a	113	50.7%	110	49.3%	131	58.7%	92	41.3%	145	65.0%	78	35.0%
	All	207	52.1%	190	47.9%	235	59.2%	162	40.8%	269	67.8%	128	32.2%

Source: New Texas Charter School Teacher Survey, spring 2009.

Note. Percentages will not total; teachers may have entered multiple responses.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.8. New Charter School Teacher Certification Status to Teach in Subjects Currently Taught by Generation and Charter Type, 2008-09

Charter Type	Generation	Are you certified in all of the subject area(s) your currently teach?			
		No		Yes	
		N	%	N	%
Open-Enrollment or University	11	10	23.3%	33	76.7%
	12	18	22.8%	61	77.2%
	13 ^a	19	27.9%	49	72.1%
	All	47	24.7%	143	75.3%
Campus Charter	11	1	3.7%	26	96.3%
	12	1	4.0%	24	96.0%
	13	15	9.7%	140	90.3%
	All	17	8.2%	190	91.8%
All Charters	11	11	15.7%	59	84.3%
	12	19	18.3%	85	81.7%
	13 ^a	34	15.2%	189	84.8%
	All	64	16.1%	333	83.9%

Source: New Texas Charter School Teacher Survey, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.9. New Charter School Teachers' Average Number of Years Worked by Generation and Charter Type, 2008-09

Charter Type	Generation	Including this school year, how many years have you worked in your current charter school?		How many days do you work each year (contracted)?	
		N	Mean	N	Mean
Open-Enrollment or University	11	43	1.7	43	185.6
	12	79	2.0	78	186.6
	13 ^a	68	1.6	68	203.9
	All	190	1.8	189	192.6
Campus Charter	11	27	8.7	27	178.7
	12	25	1.8	25	182.2
	13	155	5.9	155	184.7
	All	207	5.8	207	183.6
All Charters	11	70	4.4	70	182.9
	12	104	1.9	103	185.5
	13 ^a	223	4.6	223	190.6
	All	397	3.9	396	187.9

Source: New Texas Charter School Teacher Survey, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.10. New Charter School Teachers' Average Experience, in Mean Years by Generation and Charter Type, 2008-09

Charter Type	Generation	Years Experience in Traditional Public School		Years Experience in Private School		Years Experience in Charter School	
		N	Mean	N	Mean	N	Mean
Open-Enrollment or University	11	43	2.6	43	0.7	43	1.7
	12	79	3.1	78	1.2	79	2.3
	13 ^a	68	3.4	68	1.6	68	1.9
	All	190	3.1	189	1.2	190	2.0
Campus Charter	11	27	12.8	27	0.2	27	2.9
	12	25	7.1	25	0.0	25	1.7
	13	155	9.9	155	0.9	155	2.2
	All	207	9.9	207	0.7	207	2.3
All Charters	11	70	6.5	70	0.5	70	2.1
	12	104	4.1	103	0.9	104	2.1
	13 ^a	223	7.9	223	1.1	223	2.1
	All	397	6.7	396	1.0	397	2.1

Source: New Texas Charter School Teacher Survey, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

SUPPLEMENTARY TABLES

The following tables present supplementary information referenced in report chapters.

Table D.11. Importance of Factors in the Decision to Seek Employment at a New Charter School, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
This school's mission and goals	3.3	3.2	3.3	3.4
Opportunity to work with like-minded educators	2.9	3.3	3.0	3.1
Academic reputation/high standards of this school	2.6	3.3	3.0	3.0
Interested in being involved in an educational reform effort	3.0	3.0	2.9	3.0
Small school size	2.9	3.4	2.5	2.8
More autonomy at this school	2.3	3.1	2.6	2.7
Small class sizes at this school	2.8	3.4	2.4	2.7
Competitive salary and benefits	2.6	2.4	2.6	2.6
The high level of parent involvement	2.3	2.9	2.7	2.6
Opportunity to work with a specific student population	2.5	2.5	2.5	2.5
Opportunity to teach and draw retirement pay	2.2	2.6	2.5	2.5
Convenient location	2.2	2.6	2.2	2.3
Less standardized testing pressure	1.8	2.1	1.8	1.9
Able to teach without certification	1.4	1.8	1.7	1.7
Difficulty finding another position	1.6	1.9	1.7	1.7
Other	1.7	1.9	2.3	2.1

Source: Survey of New Charter School Teachers, spring, 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.12. New Charter School Teachers' Perceptions of School Environment, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
School staff, students, and visitors feel safe in the building <i>during</i> school.	3.3	3.5	3.3	3.4
School staff, students, and visitors feel safe in the building <i>before and after</i> school.	3.3	3.5	3.2	3.3
The school building is neat and clean.	3.1	3.3	3.2	3.2
School administrators communicate often with parents.	3.2	3.4	3.2	3.2
Teachers and parents work together to ensure student success.	3.0	3.3	3.0	3.1
Parents and community members volunteer time to work in the school.	2.9	3.0	3.0	3.0
Teachers and other staff participate in school decision making.	2.8	3.0	3.0	3.0
This school has a positive relationship(s) with the local school district(s).	2.8	3.0	3.0	3.0
Students in this school are committed to learning.	2.8	3.1	2.9	3.0
Parents and community members volunteer time for school fundraising efforts.	2.9	3.1	3.1	3.0
Parents and community members attend school meetings and activities.	2.8	2.9	2.9	2.9
The school is well managed; things work.	2.8	3.1	2.9	2.9
The school has sufficient financial resources.	2.4	2.8	2.4	2.5
Parents participate in school decision making.	2.3	2.6	2.6	2.5

Source: Survey of New Charter School Teachers, spring, 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.13. New Charter School Teachers' Perceptions of Their School's Mission and Goals, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
This school has high standards and expectations for students.	3.1	3.4	3.3	3.3
This school's mission and goals are clear to faculty.	3.1	3.4	3.2	3.2
This school's mission and goals are clear to students.	3.0	3.2	3.1	3.1
School administrators set high expectations and communicate these expectations to students and staff.	3.1	3.3	3.2	3.2
This school's mission and goals are clear to parents.	3.0	3.2	3.1	3.1
The community supports the school's mission and goals.	2.8	3.1	2.9	3.0
This school has effective leadership.	2.8	3.2	3.0	3.0

Source: Survey of New Charter School Teachers, spring, 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.14. New Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
This school is meeting students' learning needs that were not addressed at other schools.	2.9	3.2	3.1	3.1
School administration supports teachers' autonomy.	2.9	3.3	2.9	3.0
I am satisfied with the school's curriculum.	2.9	3.2	2.9	3.0
Students usually are assigned homework.	2.9	3.3	3.0	3.1
Taking attendance and other classroom management activities do not interfere with teaching.	2.8	3.1	2.8	2.9
I have ample time for planning instruction.	2.5	3.0	2.5	2.6
There are few outside interruptions of class work.	2.5	2.7	2.6	2.6
The school provides appropriate special education services for students who require it.	2.8	2.7	2.8	2.8
I have insufficient classroom resources.	2.4	2.3	2.4	2.4
This school does not have adequate curriculum guides for the subject(s) I teach.	1.9	1.8	2.0	1.9
Class sizes are too large.	2.2	1.6	2.4	2.1
Student behavior problems do not disrupt instructional time.	2.4	2.3	2.2	2.2

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.15. New Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2008-09

Instructional Method	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
Students work in pairs or small groups.	3.5	3.5	3.5	3.5
Students work to improve basic skills (e.g., reading, writing, math computation).	3.3	3.6	3.4	3.4
Students work with hands-on activities or manipulatives.	3.2	3.2	3.3	3.3
Students complete individual assignments (e.g., workbook or textbook exercise).	3.1	3.3	3.1	3.2
I guide interactive discussion with all students.	3.2	3.4	3.2	3.2
I provide one-on-one instruction.	3.1	3.1	3.1	3.1
Students apply course concepts to solve real world problems.	3.1	3.1	3.1	3.1
I direct the whole group (lecture, control pace).	2.7	3.2	3.0	3.0
Students use computers.	3.0	2.8	2.4	2.6
Students complete longer-term projects (i.e., lasting more than a week).	2.6	2.9	2.5	2.6
Students present oral reports.	2.5	2.8	2.5	2.6
I make multimedia or PowerPoint presentations.	2.5	2.6	2.5	2.5
Students use the Internet for classroom assignments.	2.6	2.5	2.0	2.3
Students set individual course goals that address the curriculum.	2.0	2.4	2.4	2.3
Other	2.3	2.4	2.2	2.3

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.16. Assessment Methods Used by New Charter School Teachers to Measure Student Performance as a Mean of All Respondents by Generation, 2008-09

Method of Assessment	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
Student demonstrations or performances	3.1	3.0	3.1	3.1
Teacher-made tests	2.9	3.0	3.1	3.1
Student projects	2.8	2.9	2.7	2.8
Student writing samples	3.0	2.9	3.0	2.9
Student oral presentations (alone or in groups)	2.7	2.8	2.5	2.6
Standardized tests (TAKS)	2.8	2.5	2.8	2.7
Student portfolios	2.4	2.6	2.7	2.6
Textbook or publisher provided tests	2.6	2.6	2.5	2.5
Other ^b	1.9	2.3	2.3	2.2

Source: Survey of New Charter School Teachers, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

^b“Other” measures included Iowa Test of Basic Skills (ITBS), Texas Primary Reading Inventory (TPRI), and teacher observation of student conduct, student participation, and cooperative learning.

Table D.17. New Charter School Computer Use, as a Mean of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Internet Access in Classroom				Average Number of Classroom Computers		Average Number of Students in the Classroom	
		No		Yes		N	Mean	N	Mean
		N	%	N	%				
Open-Enrollment or University	11	3	7.0%	40	93.0%	43	4.5	43	18.5
	12	11	13.9%	68	86.1%	77	4.9	79	15.7
	13 ^a	10	14.7%	58	85.3%	68	3.4	68	21.3
	All	24	12.6%	166	87.4%	188	4.3	190	18.3
Campus Charter	11	1	3.7%	26	96.3%	27	8.1	27	21.1
	12	0	0.0%	25	100.0%	25	13.5	25	19.2
	13	7	4.5%	148	95.5%	155	2.9	155	21.2
All Charters	All	8	3.9%	199	96.1%	207	4.9	207	21.0
	11	4	5.7%	66	94.3%	70	5.9	70	19.5
	12	11	10.6%	93	89.4%	102	7.0	104	16.5
	13 ^a	17	7.6%	206	92.4%	223	3.0	223	21.3
	All	32	8.1%	365	91.9%	395	4.6	397	19.7

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.18. New Charter School Class Periods, as a Mean of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Average Length of Class Periods		Average Number of Class Periods Taught	
		N	Mean	N	Mean
Open-Enrollment or University	11	43	43.7	43	5.4
	12	78	49.6	77	5.0
	13 ^a	68	47.1	68	5.2
	All	189	47.4	188	5.2
Campus Charter	11	27	47.9	27	4.6
	12	25	38.1	25	3.8
	13	155	44.4	155	5.9
	All	207	44.1	207	5.5
All Charters	11	70	45.3	70	5.1
	12	103	46.8	102	4.7
	13 ^a	223	45.3	223	5.7
	All	396	45.7	395	5.3

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.19. New Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2008-09

Type of Professional Development	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
General session sponsored by your school	92.9%	94.2%	94.6%	94.2%
Orientation to school's mission and goals	87.1%	87.5%	85.2%	86.1%
Session sponsored by an education service center	67.1%	77.9%	60.5%	66.2%
Professional conference	70.0%	74.8%	76.2%	74.7%
Teaming or shared conference periods	74.3%	70.9%	78.0%	75.5%
Release time for independent training activities	58.6%	57.3%	59.6%	58.8%
Peer observation and critique	54.3%	63.7%	59.2%	59.5%
Release time to work with other school educators	42.9%	53.4%	53.8%	51.8%
Session sponsored by a traditional school district	38.6%	54.9%	64.6%	57.5%
College or university coursework	21.4%	30.4%	23.3%	24.8%
Other	33.3%	18.2%	34.8%	30.4%

Source: Survey of New Charter School Teachers, spring 2009.

Note. Percentages will not total to 100. Teachers may have participated in multiple types of professional development.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.20. Average Number of Days of Professional Development Attended This School Year by Generation and Charter Type

Charter Type	Generation	N	Mean
Open-Enrollment or University	11	43	6.9
	12	77	7.6
	13 ^a	68	9.7
	All	188	8.2
Campus Charter	11	27	11.7
	12	25	8.0
	13	155	10.7
	All	207	10.5
All Charters	11	70	8.8
	12	102	7.7
	13 ^a	223	10.4
	All	395	9.4

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.21. New Charter School Formal Teacher Appraisal Process by Generation and Charter Type. 2008-09

Charter Type	Generation	No		Yes, we use the state system (PDAS).		Yes, we use another system.	
		N	%	N	%	N	%
Open-Enrollment or University	11	8	18.6%	31	72.1%	4	9.3%
	12	14	17.7%	41	51.9%	24	30.4%
	13 ^a	8	11.8%	47	69.1%	13	19.1%
	All	30	15.8%	119	62.6%	41	21.6%
Campus Charter	11	0	0.0%	26	96.3%	1	3.7%
	12	0	0.0%	24	96.0%	1	4.0%
	13	8	5.2%	145	93.5%	2	1.3%
	All	8	3.9%	195	94.2%	4	1.9%
All Charters	11	8	11.4%	57	81.4%	5	7.1%
	12	14	13.5%	65	62.5%	25	24.0%
	13 ^a	16	7.2%	192	86.1%	15	6.7%
	All	38	9.6%	314	79.1%	45	11.3%

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table D.22. New Charter Schools' Systems of Teacher Appraisal and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2008-09

	Generation 11 Teachers (n=70)	Generation 12 Teachers (n=104)	Generation 13 ^a Teachers (n=223)	All Respondents (N=397)
Appraisal System				
PDAS	72.1%	51.9%	69.1%	62.6%
Another formal system	9.3%	30.4%	19.1%	21.6%
No formal system	18.6%	17.7%	11.8%	15.8%
Frequency of Evaluations				
Once a year	16.3%	27.8%	5.9%	17.4%
Once a semester	32.6%	25.3%	32.4%	29.5%
Once a grading period	20.9%	26.6%	23.5%	24.2%
Other ^b	30.2%	20.3%	38.2%	28.9%

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

^b"Other" included weekly observations, walk-throughs at random intervals, and teachers who never received a classroom observation

Table D.23. New Charter School Administrators Observation Frequency by Generation and Charter Type, 2008-09

Charter Type	Generation	Once a Year		Once a Semester		Once a Grading Period		Other	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	7	16.3%	14	32.6%	9	20.9%	13	30.2%
	12	22	27.8%	20	25.3%	21	26.6%	16	20.3%
	13 ^a	4	5.9%	22	32.4%	16	23.5%	26	38.2%
	All	33	17.4%	56	29.5%	46	24.2%	55	28.9%
Campus Charter	11	4	14.8%	1	3.7%	9	33.3%	13	48.1%
	12	3	12.0%	5	20.0%	5	20.0%	12	48.0%
	13	31	20.0%	28	18.1%	36	23.2%	60	38.7%
All Charters	All	38	18.4%	34	16.4%	50	24.2%	85	41.1%
	11	11	15.7%	15	21.4%	18	25.7%	26	37.1%
	12	25	24.0%	25	24.0%	26	25.0%	28	26.9%
	13 ^a	35	15.7%	50	22.4%	52	23.3%	86	38.6%
	All	71	17.9%	90	22.7%	96	24.2%	140	35.3%

Source: Survey of New Charter School Teachers, spring 2009.

^aResults for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

**This survey is secure socket layer (SSL) protected.
All data are encrypted for transmission.**

**Evaluation of New Texas Charter Schools
Spring 2009 Principal and Teacher Survey**

The Texas Center for Educational Research (TCER) is conducting an evaluation of new Texas charter schools under contract with the Texas Education Agency (TEA). With each charter school's application and as a condition of funding, the applicant agrees to cooperate in carrying out any evaluation conducted by or for the TEA. As part of the evaluation, TCER is asking principals and teachers from new charter schools (Generations 11, 12, and 13) to participate in an on-line survey. The purpose of this survey is to collect information about the experiences of teachers and administrators working in new charter schools. The survey is voluntary and will take approximately 15 minutes to complete. All information collected through the survey will remain confidential. TCER will not share your individual answers with anyone in your school or at TEA. All survey information will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, please contact Catherine Maloney at TCER (512-467-3596 or catherine.maloney@tcer.org) or Allen Seay at TEA (512-463-9101 or programeval@tea.state.tx.us).

Click here, then next to begin the survey



Evaluation of New Texas Charter Schools Spring 2009 Principal and Teacher Survey

The online survey takes about 15 minutes to complete. If you require a paper and pencil version of the survey, please contact Dana Beebe at 800-580-8237. **Please complete the survey by May 15, 2009.**

GENERAL INFORMATION

First Name: _____

Middle Initial: _____

Last Name: _____

School Name: _____

What is your gender?

- ☐ Male
☐ Female

What is your race/ethnicity?

- ☐ Hispanic
☐ African American
☐ White
☐ Other

(specify)

What is your highest education level?
(**Select only one.**)

- ☐ Completed high school
☐ Less than 4 years of college
☐ Bachelor's degree (BA/BS)
☐ BA/BS and graduate courses
☐ Master's degree
☐ Doctorate

How many days do you work each year (contracted)?

SCHOOL MISSION AND GOALS

Please indicate which of the following statements best reflect your school's mission and goals. (**Mark all that apply.**)

High School Programs (Grades 9-12)

- ☐ College preparatory program
- ☐ Technical and/or career preparation
- ☐ Dropout recovery program
- ☐ Focus on Advanced Placement or International Baccalaureate coursework
- ☐ Focus on science and technology
- ☐ Focus on liberal arts
- ☐ Focus on foreign languages
- ☐ Other
(specify)

Elementary and Middle School Programs (Grades PK-8)

- ☐ College preparatory program
- ☐ Montessori program
- ☐ Talented and Gifted program
- ☐ Program for at-risk students
- ☐ Focus on science and technology
- ☐ Focus on liberal arts
- ☐ Focus on foreign languages
- ☐ Other
(specify)

SCHOOL ENVIRONMENT

To what extent do you agree or disagree with the following statements about your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
The school building is neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators set high expectations and communicate these expectations to students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and community members attend school meetings and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community supports the school's mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has sufficient financial resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is well managed; things work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff, students, and visitors feel safe in the building during school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff, students, and visitors feel safe in the building before and after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators communicate often with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and community members volunteer time to work in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has effective leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other staff participate in school decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and community members volunteer time for school fundraising efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents participate in school decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has a positive relationship(s) with the local school district(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school are committed to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and parents work together to ensure student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your position in this charter school.	Teacher <input type="radio"/>	Principal or School Leader <input type="radio"/>		

In what year were you born?

What is your current teaching certification?

(Select all that apply.)

- ☐ I am currently certified to teach in Texas
- ☐ I am currently certified to teach in another state
- ☐ I am working to obtain Texas teaching certification
- ☐ I am not certified and not working to obtain certification

If you are certified to teach in Texas, what was your certification route?

- ☐ College/university undergraduate certification program
- ☐ Alternative certification program (ACP)
- ☐ College/university post-bachelor certification program

What instructional levels do you currently teach? **(Select all that apply.)**

- ☐ Primary (PK-2)
- ☐ Elementary (3-5)
- ☐ Middle (6-8)
- ☐ High School (9-12)

What subject area(s) do you teach? **(Select all that apply.)**

- ☐ Language Arts
 - ☐ Social Studies
 - ☐ Reading
 - ☐ Mathematics
 - ☐ Science
 - ☐ Other
- (specify)

Are you certified in all of the subject area(s) you currently teach?

- ☐ Yes
- ☐ No

Including this school year, how many years have you worked in your **current** charter school?

How many years of experience (including the current school year) have you had in each of these types of schools as a teacher?

Traditional Public School

Private School

Charter School

TEACHER EXPERIENCES

How important were the following factors in your decision to seek employment at this school?

	Not Important ○	Somewhat Important ○	Important ○	Very Important ○
Interested in being involved in an educational reform effort	○	○	○	○
The school's mission and goals	○	○	○	○
Small school size	○	○	○	○
Able to teach without certification	○	○	○	○
Less standardized testing pressure	○	○	○	○
Academic reputation/high standards of this school	○	○	○	○
The high level of parent involvement	○	○	○	○
More autonomy at this school	○	○	○	○
Difficulty finding another position	○	○	○	○
Opportunity to work with like-minded educators	○	○	○	○
Small class sizes at this school	○	○	○	○
Opportunity to work with a specific student population	○	○	○	○
Competitive salary and benefits	○	○	○	○
Opportunity to teach and draw retirement pay	○	○	○	○
Convenient location	○	○	○	○
Other (specify)	○	○	○	○

INSTRUCTIONAL MANAGEMENT

To what extent do you agree or disagree with the following statements about your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
This school is meeting students' learning needs that were not addressed at other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class sizes are too large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking attendance and other classroom management activities <u>do not</u> interfere with teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides appropriate special education services for students who require it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school <u>does not</u> have adequate curriculum guides for the subject(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few outside interruptions of class work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school's mission and goals are clear to faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school's mission and goals are clear to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school's mission and goals are clear to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have insufficient classroom resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually are assigned homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administration supports teachers' autonomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the school's curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has high standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have ample time for planning instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior problems <u>do not</u> disrupt instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSTRUCTION AND ASSESSMENT

To what extent are the following instructional methods used in your classroom?

	Not at All	Small Extent	Moderate Extent	Large Extent
Students use computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use the Internet for classroom assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide interactive discussion with all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students apply course concepts to solve real world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide one-on-one instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work in pairs or small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students complete individual assignments (e.g., workbook or textbook exercise).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students present oral reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I direct the whole group (lecture, control pace).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work with hands-on activities or manipulative's.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students complete longer-term projects (i.e., lasting more than a week).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students set individual course goals that address the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make multimedia or PowerPoint presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work to improve basic skills (e.g., reading, writing, math computation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(specify)				

To what extent are the following methods of assessment used to measure students' performance in your classroom?

	Not at All	Small Extent	Moderate Extent	Large Extent
Teacher-made tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook or publisher provided tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student demonstrations or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student oral presentations (alone or in groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student writing samples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized tests (TAKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your classroom have Internet access?

- ☐ Yes
☐ No

How many computers do you have in your classroom?

What is the average number of students in your class/classes?

How long are class periods?

_____ minutes

How many class periods do you teach each day?

At what times does the typical school day begin and end for students?

Begin

End

PROFESSIONAL DEVELOPMENT

What professional development activities have you attended since beginning work at this charter school?

	Yes	No
Orientation to school's mission and goals	<input type="radio"/>	<input type="radio"/>
General session sponsored by your school	<input type="radio"/>	<input type="radio"/>
Session sponsored by an education service center	<input type="radio"/>	<input type="radio"/>
Session sponsored by a traditional school district	<input type="radio"/>	<input type="radio"/>
Professional conference	<input type="radio"/>	<input type="radio"/>
Peer observation and critique	<input type="radio"/>	<input type="radio"/>
Release time to work with other school educators	<input type="radio"/>	<input type="radio"/>
Release time for independent training activities	<input type="radio"/>	<input type="radio"/>
Teaming or shared conference periods	<input type="radio"/>	<input type="radio"/>
College or university coursework	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>

How many days of professional development have you attended this school year? _____

Does your school have a formal teacher appraisal process?

- ☐ No
- ☐ Yes, we use the state system (Professional Development and Appraisal System or PDAS).
- ☐ Yes, we use another system.
(please describe)

How often do school administrators observe in your classroom?

- ☐ Once a year
- ☐ Once a semester
- ☐ Once a grading period
- ☐ Other
(specify)

GENERAL COMMENTS

What have been the primary benefits of teaching at your charter school this school year?

What have been the primary challenges of teaching at your charter school this school year?

Are you planning on teaching at this charter school next year?

☐ Yes

☐ No

Why?

Click here, then next



Your job title: _____

	Yes	No
Do you have TX mid-management certification?	<input type="radio"/>	<input type="radio"/>

How many years of experience (including the current school year) have you had in each of these types of schools as an administrator and as a teacher?

Years as an ADMINISTRATOR

Traditional
Public
School
(Admin)

Private
School
(Admin)

Charter
School
(Admin)

Years as a TEACHER

Traditional
Public
School
(Tchr)

Private
School
(Tchr)

Charter
School
(Tchr)

Including this school year, how many years have you worked in your **current** charter school?

On average, how many hours per week do you work for this campus?

SCHOOL FACILITIES

Mark the response below that best describes your school's building type.

- | | |
|--|--|
| <input type="radio"/> Custom built | <input type="radio"/> Other public building |
| <input type="radio"/> Former traditional public school | <input type="radio"/> College or university building |
| <input type="radio"/> Office | <input type="radio"/> Warehouse |
| <input type="radio"/> Retail space/Strip mall | <input type="radio"/> Other |
| <input type="radio"/> Former private school | |
| <input type="radio"/> Church | |
| <input type="radio"/> Community building | |

(specify)

Please estimate the size of your school facility.

_____ square feet

Is there room in your current facility to accommodate increased enrollment?

- ☐ Yes
☐ No

Does your charter school plan to expand to include additional grade levels?

- ☐ Yes
☐ No

Is there space in your current facility to accommodate additional grade levels?

- ☐ Yes
☐ No

Does your school share its facility with another organization?

- ☐ Yes
☐ No

To what extent is each of the following facilities issues a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Classroom space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grounds/Outdoor maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How are you financing your school facility? (**Mark only one.**)

- ☐ Month to month rent
☐ Lease
☐ Purchase (loan/mortgage)
☐ Lease to own
☐ Donated
☐ Other

(specify)

What is the annual lease, rent, or mortgage payment for your school?

Please describe your greatest challenge with respect to facilities.

STAFFING

Please indicate the methods your charter school uses to recruit teachers. **(Mark all that apply.)**

- ☐ Regional teacher recruitment fairs
- ☐ University recruitment events
- ☐ Advertisements in newspapers or trade journals
- ☐ Word of mouth
- ☐ Coordination with a teachers college
- ☐ Coordination with an independent teacher organization (e.g., Teach for America)
- ☐ Referrals from districts
- ☐ Other
(specify)

To what extent is each of the following staffing issues a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Difficulty recruiting teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High rate of teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High rate of teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty securing substitute teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty recruiting and retaining paraprofessionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of pay makes it difficult to recruit and retain quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff in the school's mission and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty recruiting qualified staff for particular subject areas (e.g., science and math)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty recruiting experienced staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe your greatest challenges with respect to staffing.

STUDENT RECRUITMENT

Indicate whether your school uses each of the following recruitment methods.

	Used	Not Used
Broadcast advertising (i.e., TV, radio)	<input type="radio"/>	<input type="radio"/>
Print advertising (i.e., newspaper, magazines)	<input type="radio"/>	<input type="radio"/>
Flyers, brochures, posters	<input type="radio"/>	<input type="radio"/>
Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)	<input type="radio"/>	<input type="radio"/>
Coordination with juvenile justice entities	<input type="radio"/>	<input type="radio"/>
Coordination with military recruitment entities	<input type="radio"/>	<input type="radio"/>
Traditional district referral	<input type="radio"/>	<input type="radio"/>
Parent/student word of mouth	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>
(specify) _____		

If the following recruitment methods were used by your school, please indicate the resulting percent of students that your school has recruited with each method. Percents should total to 100.

_____ Broadcast advertising (i.e., TV, radio)
 _____ Print advertising (i.e., newspaper, magazines)
 _____ Flyers, brochures, posters
 _____ Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)
 _____ Coordination with juvenile justice entities
 _____ Coordination with military recruitment entities
 _____ Traditional district referral
 _____ Parent/student word of mouth
 _____ Other

 _____ TOTAL (out of 100)

Why do you think students choose to attend your charter school?

Please describe your greatest challenges with respect to student recruitment.

OTHER START UP CHALLENGES

Please describe other challenges you have experienced in implementing your charter school's educational program during this school year.

Please describe the greatest successes you have experienced in implementing your charter school's educational program during this school year.

Please rate your level of satisfaction with your experience working in this charter school for this school year.

Very Dissatisfied
☐

Dissatisfied
☐

Satisfied
☐

Very Satisfied
☐

To complete the survey hit submit

APPENDIX E

STUDENT SURVEY

The evaluation incorporates information gathered through voluntary, paper and pencil surveys of students attending Generation 11, 12, and 13 open-enrollment, university, and campus charter schools administered in spring 2009. Separate surveys were provided for students in Grades 4 and 5 and for students in Grades 6 through 12 in order to accommodate for differences in students' reading levels. Both surveys asked students about the reasons they or their families chose a new charter school, their perceptions of their school's learning environment, and the types of grades they earned. The survey of students in Grades 6 through 12 asked students about the amount of time they spent on homework, their plans after high school, and included open-ended items asking what students liked most and least about attending a new charter school. This appendix contains information about survey administration processes, response rates, and the characteristics of students who responded to the survey. It also includes supplementary tables that present information referenced in report chapters and copies of the surveys for students in Grades 4 and 5 and students in Grades 6 through 12.

METHODOLOGY

In March 2009, TCER sent packets containing paper and pencil surveys to the principals of all Generation 11, 12, and 13 charter schools that served students during the 2008-09 school year. In addition to surveys, packets contained instructions for survey administration and a postage paid label enabling schools to return surveys to TCER using United Parcel Service (UPS). Principals were provided with six weeks to administer the surveys and received multiple reminders to complete the survey during the administration period. However, TCER accepted surveys through the end of the school year (i.e., June 2009) as a means to increase response rates.

RESPONSE RATES

School-Level Response Rates

Table E.1 presents the school-level response rates for all open-enrollment charter schools serving students in Grades 4 and 5, Grades 6 through 12, and for the total number of schools identified for student surveys, disaggregated by generation, and Table E.2 presents the same information for campus charter schools. Table E.3 presents information aggregated across both types of charters. School-level response rates represent the percentage of charter schools targeted for surveys that had students who responded to surveys. Charter schools were identified for surveys if they enrolled students in the grade levels addressed by surveys in 2008-09.⁵¹ Across all charter schools identified for student surveys, 69% had students who completed surveys. School-level response rates were highest among Generation 12 charter schools (85%) and lowest for Generation 11 charter schools (53%). The overall response rates among open-enrollment and campus charter schools were similar (68% and 70%, respectively).

⁵¹Four Generation 13 open-enrollment charters did not enroll students during the 2008-09 school year. One Generation 13 and two Generation 12 open-enrollment charters did not enroll students in Grades 4 and 5 or Grades 6 through 12 during the 2008-09 school year (i.e., early elementary programs), and one Generation 12 open-enrollment charter school enrolled disabled students who were not able to participate in spring surveys.

Table E.1. School-Level Response Rates, Open-Enrollment Charter Schools, Spring 2009

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools ^a
Generation 11 open-enrollment charter schools			
Schools targeted for surveys	8	7	11
Schools submitting surveys ^b	3	4	7
School-level response rates	37.5%	57.1%	63.6%
Generation 12 open-enrollment charter schools			
Schools targeted for surveys ^c	8	6	8
Schools submitting surveys ^d	7	5	7
School-level response rates	87.5%	83.3%	83.3%
Generation 13 open-enrollment charter schools			
Schools targeted for surveys ^f	7	7	9
Schools submitting surveys ^g	4	3	5
School-level response rates	57.1%	42.8%	55.5%
All open-enrollment charter schools			
Schools targeted for surveys	23	20	28
Schools submitting surveys ^h	14	12	19
Total school-level response rates	60.9%	60.0%	67.8%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

^aFour targeted Generation 11 charter schools, six targeted Generation 12, and five targeted Generation 13 charter schools served both grade levels.

^bOf the Generation 11 open-enrollment charter schools submitting surveys, none served both grade levels.

^cTwo Generation 11 charter schools did not serve students in Grades 4 through 12 in 2008-09, and one school served disabled students who were not able to participate in the surveys.

^dOf the Generation 12 open-enrollment charter schools submitting surveys, five served both grade levels.

^eOne university charter school is included in counts for Generation 13 open-enrollment charters.

^fFour Generation 13 open-enrollment charters did not serve students in 2008-09, and one school did not serve students in Grades 4 through 12 in 2008-09.

^gOf the Generation 13 open-enrollment charter schools submitting surveys, two served both grade levels.

^hOf all open-enrollment charter schools submitting surveys, seven served both grade levels.

Table E.2. School-Level Response Rates, Campus Charter Schools, Spring 2009

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools ^a
Generation 11 campus charter schools			
Schools targeted for surveys	4	7	8
Schools submitting surveys ^b	1	2	3
School-level response rates	25.0%	28.5%	37.5%
Generation 12 campus charter schools			
Schools targeted for surveys	0	5	5
Schools submitting surveys ^c	--	4	4
School-level response rates	--	80.0%	80.0%
Generation 13 campus charter schools			
Schools targeted for surveys	3	8	10
Schools submitting surveys ^d	3	7	9
School-level response rates	100.0%	87.5%	90.0%
All campus charter schools			
Schools targeted for surveys	7	20	23
Schools submitting surveys ^e	4	13	16
Total school-level response rates	57.1%	65.0%	69.6%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

^aThree targeted Generation 11 campus charter schools, no targeted Generation 12 campus charter schools, and one Generation 13 campus charter school served both grade levels.

^bOf the Generation 11 campus charter schools submitting surveys, none served both grade levels.

^cAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

^dOne Generation 13 campus charter school submitting surveys served both grade levels.

^eOf all campus charter schools submitting surveys, one served both grade levels.

Table E.3. School-Level Response Rates, All New Charter Schools, Spring 2009

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools ^a
Generation 11 charter schools			
Schools targeted for surveys	12	14	19
Schools submitting surveys ^b	4	6	10
School-level response rates	33.3%	42.9%	52.6%
Generation 12 charter schools			
Schools targeted for surveys	8	11	13
Schools submitting surveys ^c	7	9	11
School-level response rates	87.5%	81.8%	84.6%
Generation 13 charter schools			
Schools targeted for surveys	10	15	19
Schools submitting surveys ^d	7	10	14
School-level response rates	70.0%	66.7%	73.7%
All charter schools			
Schools targeted for surveys	30	40	51
Schools submitting surveys ^e	18	25	35
Total school-level response rates	60.0%	62.5%	68.6%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

^aSeven targeted Generation 11 charter schools, six targeted Generation 12 charter schools, and six Generation 13 charter school served both grade levels.

^bOf the Generation 11 charter schools submitting surveys, none served both grade levels.

^cOf the Generation 12 charter schools submitting surveys, five served both grade levels.

^dOf the Generation 13 charter schools submitting surveys, three served both grade levels.

^eOf all charter schools submitting surveys, eight served both grade levels

Student-Level Response Rates

Table E.4 presents the student level response rates to the spring 2009 survey for all students and for students disaggregated by charter school type and generation. Student-level response rates represent the ratio of students who responded to student surveys to all students in the identified grade levels who were expected to respond, expressed as a percentage. Researchers used PEIMS data to identify the number of students in the specified grade levels at each new charter school identified for student surveys in spring 2009, and calculated response rates using the number of students who responded to surveys. Across charter school types and generations, less than half (45%) of students responded to survey. Students in Grades 6 through 12 had higher response rates than students in Grades 4 and 5 (47% vs. 39%, respectively), and students attending Generation 13 charter schools responded at higher rates (60%) than students attending Generation 12 (57%) or Generation 11 (26%) charter schools. Across all generations, students attending campus charter schools responded at higher rates than students attending open-enrollment charter schools (55% vs. 34%, overall).

Table E.4. Student Level Response Rates, All New Charter Schools, Spring 2009

School Type/Generation	Students Grades 4 and 5		Students Grades 6-12		All Students (Grades 4-12)	
	N	% Responding	N	% Responding	N	% Responding
Open-Enrollment Charter Schools						
Generation 11	864	8.2%	2,360	29.2%	3,224	23.6%
Generation 12	451	56.5%	538	52.4%	989	54.3%
Generation 13 ^a	381	56.7%	678	37.9%	1,059	44.7%
Total	1,696	32.0%	3,576	34.3%	5,272	33.6%
Campus Charter Schools						
Generation 11	434	27.4%	1,329	29.6%	1,763	29.0%
Generation 12 ^b	0	--	947	60.0%	947	60.0%
Generation 13	402	78.9%	3,604	62.8%	4,006	64.4%
Total	836	52.2%	5,880	54.8%	6,716	54.5%
All Charter Schools						
Generation 11	1,298	14.6%	3,689	29.3%	4,987	25.5%
Generation 12	451	56.5%	1,485	57.2%	1,936	57.1%
Generation 13 ^a	783	68.1%	4,282	58.9%	5,065	60.3%
Total	2,532	38.6%	9,456	47.1%	11,988	45.3%

Source: Survey of New Texas Charter School Students, spring 2009.

Notes. Student counts (Ns) were calculated using students reported enrolled in selected grade ranges in the Public Education Information Management System data for identified charter schools for the 2008-09 school year.

^aStudents attending the Generation 13 university charter school are included in counts for students in Grades 4 and 5 attending Generation 13 open-enrollment charters.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

CHARACTERISTICS OF SURVEY RESPONDENTS

The following sections present the characteristics of students who responded to spring 2009 surveys. Results are disaggregated by generation and type of charter school.

Students in Grades 4 and 5

Table E.5. Gender of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Male		Female	
		N	%	N	%
Open-Enrollment or University	11	34	47.9%	37	52.1%
	12	137	53.9%	117	46.1%
	13 ^a	108	50.0%	108	50.0%
	All	279	51.6%	262	48.4%
Campus Charter	11	69	58.0%	50	42.0%
	12 ^b	NR	NR	NR	NR
	13	157	49.5%	160	50.5%
	All	226	51.8%	210	48.2%
All Charters	11	103	54.2%	87	45.8%
	12	137	53.9%	117	46.1%
	13	265	49.7%	268	50.3%
	All	505	51.7%	472	48.3%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.6. Ethnicity of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	African American		Hispanic		White		Other	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	10	14.1%	48	67.6%	3	4.2%	10	14.1%
	12	58	22.9%	72	28.5%	97	38.3%	26	10.3%
	13 ^a	55	25.9%	85	40.1%	46	21.7%	26	12.3%
	All	123	22.9%	205	38.2%	146	27.2%	62	11.6%
Campus Charter	11	3	2.5%	107	89.9%	6	5.0%	3	2.5%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR
	13	14	4.4%	282	89.5%	15	4.8%	4	1.3%
	All	17	3.9%	389	89.6%	21	4.8%	7	1.6%
All Charters	11	13	6.8%	155	81.6%	9	4.7%	13	6.8%
	12	58	22.9%	72	28.5%	97	38.3%	26	10.3%
	13	69	13.1%	367	69.6%	61	11.6%	30	5.7%
	All	140	14.4%	594	61.2%	167	17.2%	69	7.1%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.7. Grade Levels of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Grade 4		Grade 5	
		N	%	N	%
Open-Enrollment or University	11	29	40.8%	42	59.2%
	12	96	37.8%	158	62.2%
	13 ^a	96	44.4%	120	55.6%
	All	221	40.9%	320	59.1%
Campus Charter	11	64	53.8%	55	46.2%
	12 ^b	NR	NR	NR	NR
	13	184	58.2%	132	41.8%
	All	248	57.0%	187	43.0%
All Charters	11	93	48.9%	97	51.1%
	12	96	37.8%	158	62.2%
	13	280	52.6%	252	47.4%
	All	469	48.1%	507	51.9%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.8. Age of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	9		10		11		12		13	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	8	11.3%	27	38.0%	31	43.7%	5	7.0%	0	0.0%
	12	31	12.2%	101	39.8%	111	43.7%	11	4.3%	0	0.0%
	13 ^a	30	14.0%	103	47.9%	77	35.8%	3	1.4%	2	0.9%
	All	69	12.8%	231	42.8%	219	40.6%	19	3.5%	2	0.4%
Campus Charter	11	11	9.2%	48	40.3%	41	34.5%	19	16.0%	0	0.0%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	13	64	20.3%	128	40.5%	101	32.0%	20	6.3%	3	0.9%
All Charters	All	75	17.2%	176	40.5%	142	32.6%	39	9.0%	3	0.7%
	11	19	10.0%	75	39.5%	72	37.9%	24	12.6%	0	0.0%
	12	31	12.2%	101	39.8%	111	43.7%	11	4.3%	0	0.0%
	13	94	17.7%	231	43.5%	178	33.5%	23	4.3%	5	0.9%
	All	144	14.8%	407	41.7%	361	37.0%	58	5.9%	5	0.5%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.9. Age Groupings of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Age 7 to 10		Age 11 to 13	
		N	%	N	%
Open-Enrollment or University	11	35	49.3%	36	50.7%
	12	132	52.0%	122	48.0%
	13 ^a	133	61.9%	82	38.1%
	All	300	55.6%	240	44.4%
Campus Charter	11	59	49.6%	60	50.4%
	12 ^b	NR	NR	NR	NR
	13	192	60.8%	124	39.2%
	All	251	57.7%	184	42.3%
All Charters	11	94	49.5%	96	50.5%
	12	132	52.0%	122	48.0%
	13	325	61.2%	206	38.8%
	All	551	56.5%	424	43.5%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Students in Grades 6 Through 12

Table E.10. Gender of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Male		Female	
		N	%	N	%
Open-Enrollment or University	11	345	50.2%	342	49.8%
	12	141	50.0%	141	50.0%
	13	141	54.9%	116	45.1%
	All	627	51.1%	599	48.9%
Campus Charter	11	170	43.4%	222	56.6%
	12	220	38.7%	348	61.3%
	13	1,120	49.6%	1,140	50.4%
	All	1,510	46.9%	1,710	53.1%
All Charters	11	515	47.7%	564	52.3%
	12	361	42.5%	489	57.5%
	13	1,261	50.1%	1,256	49.9%
	All	2,137	48.1%	2,309	51.9%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.11. Grade Groupings of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Grades 6-8		Grades 9-12	
		N	%	N	%
Open-Enrollment or University	11	337	49.3%	347	50.7%
	12	255	90.4%	27	9.6%
	13	167	65.2%	89	34.8%
	All	759	62.1%	463	37.9%
Campus Charter	11	1	0.3%	392	99.7%
	12	0	0.0%	566	100.0%
	13	2,024	89.6%	235	10.4%
	All	2,025	62.9%	1,193	37.1%
All Charters	11	338	31.4%	739	68.6%
	12	255	30.1%	593	69.9%
	13	2,191	87.1%	324	12.9%
	All	2,784	62.7%	1,656	37.3%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.12. Ethnicity of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	African American		Hispanic		White		Other	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	37	5.5%	403	59.6%	164	24.3%	72	10.7%
	12	20	7.1%	85	30.2%	146	52.0%	30	10.7%
	13	22	8.6%	170	66.4%	38	14.8%	26	10.2%
	All	79	6.5%	658	54.2%	348	28.7%	128	10.6%
Campus Charter	11	11	2.8%	360	91.6%	7	1.8%	15	3.8%
	12	44	7.8%	319	56.5%	120	21.2%	82	14.5%
	13	103	4.6%	2,019	90.1%	62	2.8%	56	2.5%
All Charters	All	158	4.9%	2,698	84.4%	189	5.9%	153	4.8%
	11	48	4.5%	763	71.4%	171	16.0%	87	8.1%
	12	64	7.6%	404	47.8%	266	31.4%	112	13.2%
	13	125	5.0%	2,189	87.7%	100	4.0%	82	3.3%
All	All	237	5.4%	3,356	76.1%	537	12.2%	281	6.4%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.13. Age Groupings of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Age 7 to 10		Age 11 to 13		Age 14 to 17		Age 18 or older	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	0	0.0%	265	38.6%	365	53.1%	57	8.3%
	12	1	0.4%	204	72.6%	73	26.0%	3	1.1%
	13	0	0.0%	127	49.4%	128	49.8%	2	0.8%
	All	1	0.1%	596	48.7%	566	46.2%	62	5.1%
Campus Charter	11	1	0.3%	0	0.0%	382	97.4%	9	2.3%
	12	0	0.0%	0	0.0%	557	98.2%	10	1.8%
	13	0	0.0%	1,367	60.6%	819	36.3%	69	3.1%
All Charters	All	1	0.0%	1,367	42.5%	1,758	54.7%	88	2.7%
	11	1	0.1%	265	24.6%	747	69.2%	66	6.1%
	12	1	0.1%	204	24.1%	630	74.3%	13	1.5%
	13	0	0.0%	1,494	59.5%	947	37.7%	71	2.8%
All	All	2	0.0%	1,963	44.2%	2,324	52.4%	150	3.4%

Source: Survey of New Texas Charter School Students, spring 2009.

SUPPLEMENTARY TABLES

The following sections present supplementary tables referenced in report chapters.

Students in Grades 4 and 5

Table E.14. Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Public School		Private School		Home Schooled		Did Not Attend School		Other	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	55	77.5%	7	9.9%	0	0.0%	0	0.0%	9	12.7%
	12	219	86.6%	15	5.9%	6	2.4%	0	0.0%	13	5.1%
	13 ^a	171	79.9%	32	15.0%	5	2.3%	0	0.0%	6	2.8%
	All	445	82.7%	54	10.0%	11	2.0%	0	0.0%	28	5.2%
Campus Charter	11	89	75.4%	3	2.5%	0	0.0%	15	12.7%	11	9.3%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	13	161	51.9%	5	1.6%	3	1.0%	18	5.8%	123	39.7%
	All	250	58.4%	8	1.9%	3	0.7%	33	7.7%	134	31.3%
All Charters	11	144	76.2%	10	5.3%	0	0.0%	15	7.9%	20	10.6%
	12	219	86.6%	15	5.9%	6	2.4%	0	0.0%	13	5.1%
	13	332	63.4%	37	7.1%	8	1.5%	18	3.4%	129	24.6%
	All	695	71.9%	62	6.4%	14	1.4%	33	3.4%	162	16.8%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.15. Grades at Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Mostly As		As and Bs		Mostly Bs		Bs and Cs	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	12	17.1%	33	47.1%	6	8.6%	10	14.3%
	12	82	32.5%	107	42.5%	17	6.7%	35	13.9%
	13 ^a	73	34.0%	101	47.0%	15	7.0%	18	8.4%
	All	167	31.1%	241	44.9%	38	7.1%	63	11.7%
Campus Charter	11	10	8.5%	59	50.0%	12	10.2%	24	20.3%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR
	13	31	10.2%	135	44.6%	36	11.9%	66	21.8%
	All	41	9.7%	194	46.1%	48	11.4%	90	21.4%
All Charters	11	22	11.7%	92	48.9%	18	9.6%	34	18.1%
	12	82	32.5%	107	42.5%	17	6.7%	35	13.9%
	13	104	20.1%	236	45.6%	51	9.8%	84	16.2%
	All	208	21.7%	435	45.4%	86	9.0%	153	16.0%

Table Continues

Table E.15. Grades at Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Mostly Cs		Cs and Ds		Mostly Ds		Ds and Fs		Mostly Fs	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	3	4.3%	4	5.7%	0	0.0%	1	1.4%	1	1.4%
	12	0	0.0%	6	2.4%	1	0.4%	3	1.2%	1	0.4%
	13 ^a	2	0.9%	4	1.9%	0	0.0%	1	0.5%	1	0.5%
	All	5	0.9%	14	2.6%	1	0.2%	5	0.9%	3	0.6%
Campus Charter	11	2	1.7%	7	5.9%	0	0.0%	3	2.5%	1	0.8%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	13	11	3.6%	17	5.6%	1	0.3%	4	1.3%	2	0.7%
	All	13	3.1%	24	5.7%	1	0.2%	7	1.7%	3	0.7%
All Charters	11	5	2.7%	11	5.9%	0	0.0%	4	2.1%	2	1.1%
	12	0	0.0%	6	2.4%	1	0.4%	3	1.2%	1	0.4%
	13	13	2.5%	21	4.1%	1	0.2%	5	1.0%	3	0.6%
	All	18	1.9%	38	4.0%	2	0.2%	12	1.3%	6	0.6%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.16. Grades at Current School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Mostly As		As and Bs		Mostly Bs		Bs and Cs	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	9	12.7%	47	66.2%	8	11.3%	7	9.9%
	12	41	16.3%	126	50.0%	22	8.7%	41	16.3%
	13 ^a	45	20.9%	111	51.6%	14	6.5%	31	14.4%
	All	95	17.7%	284	52.8%	44	8.2%	79	14.7%
Campus Charter	11	15	12.7%	51	43.2%	19	16.1%	21	17.8%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR
	13	25	7.9%	126	39.9%	51	16.1%	71	22.5%
All Charters	All	40	9.2%	177	40.8%	70	16.1%	92	21.2%
	11	24	12.7%	98	51.9%	27	14.3%	28	14.8%
	12	41	16.3%	126	50.0%	22	8.7%	41	16.3%
	13	70	13.2%	237	44.6%	65	12.2%	102	19.2%
All Charters	All	135	13.9%	461	47.4%	114	11.7%	171	17.6%

Table Continues

Table E.16. Grades at Current School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Mostly Cs		Cs and Ds		Mostly Ds		Ds and Fs		Mostly Fs	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	12	8	3.2%	9	3.6%	1	0.4%	2	0.8%	2	0.8%
	13 ^a	7	3.3%	2	0.9%	3	1.4%	1	0.5%	1	0.5%
	All	15	2.8%	11	2.0%	4	0.7%	3	0.6%	3	0.6%
Campus Charter	11	3	2.5%	8	6.8%	0	0.0%	1	0.8%	0	0.0%
	12 ^b	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	13	18	5.7%	15	4.7%	2	0.6%	6	1.9%	2	0.6%
	All	21	4.8%	23	5.3%	2	0.5%	7	1.6%	2	0.5%
All Charters	11	3	1.6%	8	4.2%	0	0.0%	1	0.5%	0	0.0%
	12	8	3.2%	9	3.6%	1	0.4%	2	0.8%	2	0.8%
	13	25	4.7%	17	3.2%	5	0.9%	7	1.3%	3	0.6%
	All	36	3.7%	34	3.5%	6	0.6%	10	1.0%	5	0.5%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.17. Plans to Attend Current School Next Year of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	No		Yes		Not Sure	
		N	%	N	%	N	%
Open-Enrollment or University	11	25	35.2%	30	42.3%	16	22.5%
	12	58	22.7%	125	49.0%	72	28.2%
	13 ^a	43	19.9%	108	50.0%	65	30.1%
	All	126	23.2%	263	48.5%	153	28.2%
Campus Charter	11	53	44.5%	30	25.2%	36	30.3%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	126	40.0%	127	40.3%	62	19.7%
	All	179	41.2%	157	36.2%	98	22.6%
All Charters	11	78	41.1%	60	31.6%	52	27.4%
	12	58	22.7%	125	49.0%	72	28.2%
	13	169	31.8%	235	44.3%	127	23.9%
	All	305	31.3%	420	43.0%	251	25.7%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09

Charter Type	Generation	This school is close to my home.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	16	22.5%	17	23.9%	38	53.5%
	12	31	12.2%	110	43.3%	113	44.5%
	13 ^a	38	17.7%	106	49.3%	71	33.0%
	All	85	15.7%	233	43.1%	222	41.1%
Campus Charter	11	7	5.9%	18	15.1%	94	79.0%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	34	10.8%	70	22.2%	211	67.0%
	All	41	9.4%	88	20.3%	305	70.3%
All Charters	11	23	12.1%	35	18.4%	132	69.5%
	12	31	12.2%	110	43.3%	113	44.5%
	13	72	13.6%	176	33.2%	282	53.2%
	All	126	12.9%	321	33.0%	527	54.1%

Table Continues

Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09 (Continued)

Charter Type	Generation	My parents think this school is better for me.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	16	22.5%	4	5.6%	51	71.8%
	12	45	17.9%	17	6.7%	190	75.4%
	13 ^a	48	22.4%	16	7.5%	150	70.1%
	All	109	20.3%	37	6.9%	391	72.8%
Campus Charter	11	35	29.7%	12	10.2%	71	60.2%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	74	23.4%	16	5.1%	226	71.5%
	All	109	25.1%	28	6.5%	297	68.4%
All Charters	11	51	27.0%	16	8.5%	122	64.6%
	12	45	17.9%	17	6.7%	190	75.4%
	13	122	23.0%	32	6.0%	376	70.9%
	All	218	22.5%	65	6.7%	688	70.9%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	I was not getting good grades at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	10	14.3%	45	64.3%	15	21.4%
	12	18	7.3%	181	73.6%	47	19.1%
	13 ^a	13	6.1%	179	84.0%	21	9.9%
	All	41	7.8%	405	76.6%	83	15.7%
Campus Charter	11	9	7.8%	89	77.4%	17	14.8%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	53	17.0%	228	73.1%	31	9.9%
	All	62	14.5%	317	74.2%	48	11.2%
All Charters	11	19	10.3%	134	72.4%	32	17.3%
	12	18	7.3%	181	73.6%	47	19.1%
	13	66	12.6%	407	77.5%	52	9.9%
	All	103	10.8%	722	75.5%	131	13.7%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	I got into trouble at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	4	5.8%	44	63.8%	21	30.4%
	12	14	5.6%	185	74.0%	51	20.4%
	13 ^a	14	6.6%	162	76.1%	37	17.4%
	All	32	6.0%	391	73.5%	109	20.5%
Campus Charter	11	5	4.3%	77	67.0%	33	28.7%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	29	9.4%	216	69.7%	65	21.0%
	All	34	8.0%	293	68.9%	98	23.1%
All Charters	11	9	4.9%	121	65.8%	54	29.3%
	12	14	5.6%	185	74.0%	51	20.4%
	13	43	8.2%	378	72.3%	102	19.5%
	All	66	6.9%	684	71.5%	207	21.6%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	This school is smaller.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	8	11.3%	36	50.7%	27	38.0%
	12	28	11.2%	86	34.3%	137	54.6%
	13 ^a	24	11.2%	127	59.3%	63	29.4%
	All	60	11.2%	249	46.5%	227	42.4%
Campus Charter	11	22	18.8%	64	54.7%	31	26.5%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	44	14.1%	216	69.5%	51	16.4%
	All	66	15.4%	280	65.4%	82	19.2%
All Charters	11	30	16.0%	100	53.2%	58	30.9%
	12	28	11.2%	86	34.3%	137	54.6%
	13	68	13.0%	343	65.3%	114	21.7%
	All	126	13.1%	529	54.9%	309	32.1%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	Teachers at my old school did not help me enough.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	13	18.6%	31	44.3%	26	37.1%
	12	25	10.0%	165	65.7%	61	24.3%
	13 ^a	22	10.3%	144	67.6%	47	22.1%
	All	60	11.2%	340	63.7%	134	25.1%
Campus Charter	11	9	7.7%	94	80.3%	14	12.0%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	30	9.7%	246	79.4%	34	11.0%
	All	39	9.1%	340	79.6%	48	11.2%
All Charters	11	22	11.8%	125	66.8%	40	21.4%
	12	25	10.0%	165	65.7%	61	24.3%
	13	52	9.9%	390	74.6%	81	15.5%
	All	99	10.3%	680	70.8%	182	18.9%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	There are good teachers at this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	2	2.8%	2	2.8%	67	94.4%
	12	38	15.1%	42	16.7%	172	68.3%
	13 ^a	45	21.3%	16	7.6%	150	71.1%
	All	85	15.9%	60	11.2%	389	72.8%
Campus Charter	11	1	0.8%	5	4.2%	112	94.9%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	19	6.0%	14	4.4%	282	89.5%
	All	20	4.6%	19	4.4%	394	91.0%
All Charters	11	3	1.6%	7	3.7%	179	94.7%
	12	38	15.1%	42	16.7%	172	68.3%
	13	64	12.2%	30	5.7%	432	82.1%
	All	105	10.9%	79	8.2%	783	81.0%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	This school has fewer fights between students.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	16	22.9%	19	27.1%	35	50.0%
	12	63	25.3%	89	35.7%	97	39.0%
	13 ^a	64	30.0%	84	39.4%	65	30.5%
	All	143	26.9%	192	36.1%	197	37.0%
Campus Charter	11	38	32.2%	43	36.4%	37	31.4%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	88	28.3%	118	37.9%	105	33.8%
	All	126	29.4%	161	37.5%	142	33.1%
All Charters	11	54	28.7%	62	33.0%	72	38.3%
	12	63	25.3%	89	35.7%	97	39.0%
	13	152	29.0%	202	38.5%	170	32.4%
	All	269	28.0%	353	36.7%	339	35.3%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	I wanted to do more in my classes.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	14	20.0%	27	38.6%	29	41.4%
	12	47	18.9%	84	33.7%	118	47.4%
	13 ^a	44	20.5%	83	38.6%	88	40.9%
	All	105	19.7%	194	36.3%	235	44.0%
Campus Charter	11	11	9.5%	34	29.3%	71	61.2%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	43	14.0%	67	21.8%	197	64.2%
	All	54	12.8%	101	23.9%	268	63.4%
All Charters	11	25	13.4%	61	32.8%	100	53.8%
	12	47	18.9%	84	33.7%	118	47.4%
	13	87	16.7%	150	28.7%	285	54.6%
	All	159	16.6%	295	30.8%	503	52.6%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	My friends are going to this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	13	18.6%	31	44.3%	26	37.1%
	12	39	15.6%	74	29.6%	137	54.8%
	13 ^a	23	10.8%	95	44.6%	95	44.6%
	All	75	14.1%	200	37.5%	258	48.4%
Campus Charter	11	13	10.9%	28	23.5%	78	65.5%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	48	15.3%	60	19.2%	205	65.5%
	All	61	14.1%	88	20.4%	283	65.5%
All Charters	11	26	13.8%	59	31.2%	104	55.0%
	12	39	15.6%	74	29.6%	137	54.8%
	13	71	13.5%	155	29.5%	300	57.0%
	All	136	14.1%	288	29.8%	541	56.1%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	This school has smaller classes.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	12	17.1%	27	38.6%	31	44.3%
	12	26	10.6%	89	36.2%	131	53.3%
	13 ^a	38	17.8%	118	55.4%	57	26.8%
	All	76	14.4%	234	44.2%	219	41.4%
Campus Charter	11	27	22.7%	57	47.9%	35	29.4%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	55	17.7%	199	64.2%	56	18.1%
	All	82	19.1%	256	59.7%	91	21.2%
All Charters	11	39	20.6%	84	44.4%	66	34.9%
	12	26	10.6%	89	36.2%	131	53.3%
	13	93	17.8%	317	60.6%	113	21.6%
	All	158	16.5%	490	51.1%	310	32.4%

Table Continues

**Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09
(Continued)**

Charter Type	Generation	This school has special classes I like.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	5	7.5%	8	11.9%	54	80.6%
	12	26	10.6%	58	23.6%	162	65.9%
	13 ^a	39	18.4%	54	25.5%	119	56.1%
	All	70	13.3%	120	22.9%	335	63.8%
Campus Charter	11	14	11.9%	23	19.5%	81	68.6%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	23	7.5%	29	9.5%	254	83.0%
	All	37	8.7%	52	12.3%	335	79.0%
All Charters	11	19	10.3%	31	16.8%	135	73.0%
	12	26	10.6%	58	23.6%	162	65.9%
	13	62	12.0%	83	16.0%	373	72.0%
	All	107	11.3%	172	18.1%	670	70.6%

Table Continues

Table E.18. Reasons Grades 4 and 5 Students and Their Families Chose a Charter School, 2008-09 (Continued)

Charter Type	Generation	Other					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	0	0.0%	11	37.9%	18	62.1%
	12	22	31.0%	11	15.5%	38	53.5%
	13 ^a	9	13.4%	16	23.9%	42	62.7%
	All	31	18.6%	38	22.8%	98	58.7%
Campus Charter	11	1	1.0%	1	1.0%	99	98.0%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	13	19.7%	20	30.3%	33	50.0%
	All	14	8.4%	21	12.6%	132	79.0%
All Charters	11	1	0.8%	12	9.2%	117	90.0%
	12	22	31.0%	11	15.5%	38	53.5%
	13	22	16.5%	36	27.1%	75	56.4%
	All	45	13.5%	59	17.7%	230	68.9%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09

Charter Type	Generation	I work hard to get good grades in this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	7	9.9%	2	2.8%	62	87.3%
	12	31	12.2%	9	3.5%	214	84.3%
	13 ^a	23	10.7%	14	6.5%	178	82.8%
	All	61	11.3%	25	4.6%	454	84.1%
Campus Charter	11	5	4.2%	3	2.5%	111	93.3%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	14	4.4%	7	2.2%	294	93.3%
	All	19	4.4%	10	2.3%	405	93.3%
All Charters	11	12	6.3%	5	2.6%	173	91.1%
	12	31	12.2%	9	3.5%	214	84.3%
	13	37	7.0%	21	4.0%	472	89.1%
	All	80	8.2%	35	3.6%	859	88.2%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	I have more homework than at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	7	10.0%	43	61.4%	20	28.6%
	12	21	8.3%	74	29.1%	159	62.6%
	13 ^a	15	7.0%	84	39.1%	116	54.0%
	All	43	8.0%	201	37.3%	295	54.7%
Campus Charter	11	16	13.6%	86	72.9%	16	13.6%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	46	14.7%	164	52.4%	103	32.9%
	All	62	14.4%	250	58.0%	119	27.6%
All Charters	11	23	12.2%	129	68.6%	36	19.1%
	12	21	8.3%	74	29.1%	159	62.6%
	13	61	11.6%	248	47.0%	219	41.5%
	All	105	10.8%	451	46.5%	414	42.7%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	I am learning more here than at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	7	10.0%	6	8.6%	57	81.4%
	12	60	23.6%	57	22.4%	137	53.9%
	13 ^a	46	21.5%	42	19.6%	126	58.9%
	All	113	21.0%	105	19.5%	320	59.5%
Campus Charter	11	20	17.1%	31	26.5%	66	56.4%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	52	16.7%	63	20.3%	196	63.0%
	All	72	16.8%	94	22.0%	262	61.2%
All Charters	11	27	14.4%	37	19.8%	123	65.8%
	12	60	23.6%	57	22.4%	137	53.9%
	13	98	18.7%	105	20.0%	322	61.3%
	All	185	19.2%	199	20.6%	582	60.2%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	Students in this school like learning.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	31	44.3%	10	14.3%	29	41.4%
	12	106	42.1%	77	30.6%	69	27.4%
	13 ^a	87	41.0%	54	25.5%	71	33.5%
	All	224	41.9%	141	26.4%	169	31.6%
Campus Charter	11	37	31.4%	32	27.1%	49	41.5%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	112	36.1%	49	15.8%	149	48.1%
	All	149	34.8%	81	18.9%	198	46.3%
All Charters	11	68	36.2%	42	22.3%	78	41.5%
	12	106	42.1%	77	30.6%	69	27.4%
	13	199	38.1%	103	19.7%	220	42.1%
	All	373	38.8%	222	23.1%	367	38.1%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	This school has enough extra activities, like gym, music, or art class.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	10	14.1%	10	14.1%	51	71.8%
	12	13	5.1%	88	34.8%	152	60.1%
	13 ^a	23	10.7%	56	26.0%	136	63.3%
	All	46	8.5%	154	28.6%	339	62.9%
Campus Charter	11	11	9.2%	9	7.6%	99	83.2%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	20	6.5%	45	14.5%	245	79.0%
	All	31	7.2%	54	12.6%	344	80.2%
All Charters	11	21	11.1%	19	10.0%	150	78.9%
	12	13	5.1%	88	34.8%	152	60.1%
	13	43	8.2%	101	19.2%	381	72.6%
	All	77	8.0%	208	21.5%	683	70.6%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	I wish this school had classes in more subjects.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	15	21.1%	32	45.1%	24	33.8%
	12	36	14.3%	113	45.0%	102	40.6%
	13 ^a	33	15.4%	110	51.4%	71	33.2%
	All	84	15.7%	255	47.6%	197	36.8%
Campus Charter	11	24	20.5%	40	34.2%	53	45.3%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	37	11.8%	113	36.1%	163	52.1%
	All	61	14.2%	153	35.6%	216	50.2%
All Charters	11	39	20.7%	72	38.3%	77	41.0%
	12	36	14.3%	113	45.0%	102	40.6%
	13	70	13.3%	223	42.3%	234	44.4%
	All	145	15.0%	408	42.2%	413	42.8%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	There is a computer for students to use in my classroom.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	10	14.1%	5	7.0%	56	78.9%
	12	13	5.1%	127	50.2%	113	44.7%
	13 ^a	17	8.1%	76	36.0%	118	55.9%
	All	40	7.5%	208	38.9%	287	53.6%
Campus Charter	11	7	5.9%	30	25.4%	81	68.6%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	20	6.4%	54	17.4%	237	76.2%
	All	27	6.3%	84	19.6%	318	74.1%
All Charters	11	17	9.0%	35	18.5%	137	72.5%
	12	13	5.1%	127	50.2%	113	44.7%
	13	37	7.1%	130	24.9%	355	68.0%
	All	67	7.0%	292	30.3%	605	62.8%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	I feel safe at this school.					
		Not sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	10	14.3%	4	5.7%	56	80.0%
	12	44	17.6%	68	27.2%	138	55.2%
	13 ^a	39	18.2%	45	21.0%	130	60.7%
	All	93	17.4%	117	21.9%	324	60.7%
Campus Charter	11	13	11.1%	13	11.1%	91	77.8%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	30	9.6%	30	9.6%	252	80.8%
	All	43	10.0%	43	10.0%	343	80.0%
All Charters	11	23	12.3%	17	9.1%	147	78.6%
	12	44	17.6%	68	27.2%	138	55.2%
	13	69	13.1%	75	14.3%	382	72.6%
	All	136	14.1%	160	16.6%	667	69.3%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	My teachers ask me to think about my future.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open- Enrollment or University	11	19	26.8%	11	15.5%	41	57.7%
	12	46	18.4%	111	44.4%	93	37.2%
	13 ^a	33	15.5%	90	42.3%	90	42.3%
	All	98	18.4%	212	39.7%	224	41.9%
Campus Charter	11	13	10.9%	30	25.2%	76	63.9%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	42	13.4%	59	18.8%	213	67.8%
	All	55	12.7%	89	20.6%	289	66.7%
All Charters	11	32	16.8%	41	21.6%	117	61.6%
	12	46	18.4%	111	44.4%	93	37.2%
	13	75	14.2%	149	28.3%	303	57.5%
	All	153	15.8%	301	31.1%	513	53.1%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	My teachers help me a lot.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	2	2.8%	3	4.2%	66	93.0%
	12	28	11.1%	40	15.8%	185	73.1%
	13 ^a	33	15.6%	19	9.0%	160	75.5%
	All	63	11.8%	62	11.6%	411	76.7%
Campus Charter	11	6	5.2%	6	5.2%	104	89.7%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	28	9.0%	13	4.2%	271	86.9%
	All	34	7.9%	19	4.4%	375	87.6%
All Charters	11	8	4.3%	9	4.8%	170	90.9%
	12	28	11.1%	40	15.8%	185	73.1%
	13	61	11.6%	32	6.1%	431	82.3%
	All	97	10.1%	81	8.4%	786	81.5%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	Other students at this school help me learn.					
		Not sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	6	8.5%	19	26.8%	46	64.8%
	12	45	17.8%	102	40.3%	106	41.9%
	13 ^a	31	14.6%	73	34.4%	108	50.9%
	All	82	15.3%	194	36.2%	260	48.5%
Campus Charter	11	15	12.7%	37	31.4%	66	55.9%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	47	15.0%	75	24.0%	191	61.0%
	All	62	14.4%	112	26.0%	257	59.6%
All Charters	11	21	11.1%	56	29.6%	112	59.3%
	12	45	17.8%	102	40.3%	106	41.9%
	13	78	14.9%	148	28.2%	299	57.0%
	All	144	14.9%	306	31.6%	517	53.5%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	Most teachers at this school know my name.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	12	16.9%	1	1.4%	58	81.7%
	12	20	8.0%	17	6.8%	214	85.3%
	13 ^a	21	9.8%	29	13.6%	164	76.6%
	All	53	9.9%	47	8.8%	436	81.3%
Campus Charter	11	16	13.6%	16	13.6%	86	72.9%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	40	12.7%	35	11.1%	239	76.1%
	All	56	13.0%	51	11.8%	325	75.2%
All Charters	11	28	14.8%	17	9.0%	144	76.2%
	12	20	8.0%	17	6.8%	214	85.3%
	13	61	11.6%	64	12.1%	403	76.3%
	All	109	11.3%	98	10.1%	761	78.6%

Table Continues

**Table E.19. Grades 4 and 5 Students' Opinions About Their New Charter School, 2008-09
(Continued)**

Charter Type	Generation	This is a good school for me.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-Enrollment or University	11	10	14.1%	2	2.8%	59	83.1%
	12	64	25.2%	47	18.5%	143	56.3%
	13 ^a	53	24.8%	29	13.6%	132	61.7%
	All	127	23.6%	78	14.5%	334	62.0%
Campus Charter	11	17	14.3%	9	7.6%	93	78.2%
	12 ^b	NR	NR	NR	NR	NR	NR
	13	25	8.0%	16	5.1%	273	86.9%
	All	42	9.7%	25	5.8%	366	84.5%
All Charters	11	27	14.2%	11	5.8%	152	80.0%
	12	64	25.2%	47	18.5%	143	56.3%
	13	78	14.8%	45	8.5%	405	76.7%
	All	169	17.4%	103	10.6%	700	72.0%

Source: Survey of New Texas Charter School Students, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

^bAll Generation 12 campus charter schools are high school programs serving students in Grades 9 through 12.

Students in Grades 6 Through 12

Table E.20. Previous School Attended of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Public School		Private School		Home Schooled		Did Not Attend School		Other	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	511	74.6%	109	15.9%	19	2.8%	2	0.3%	44	6.4%
	12	211	75.1%	23	8.2%	17	6.0%	3	1.1%	27	9.6%
	13	206	80.5%	23	9.0%	5	2.0%	1	0.4%	21	8.2%
	All	928	75.9%	155	12.7%	41	3.4%	6	0.5%	92	7.5%
Campus Charter	11	366	93.6%	17	4.3%	1	0.3%	0	0.0%	7	1.8%
	12	554	98.6%	3	0.5%	0	0.0%	0	0.0%	5	0.9%
	13	2,016	89.7%	158	7.0%	13	0.6%	12	0.5%	48	2.1%
	All	2,936	91.8%	178	5.6%	14	0.4%	12	0.4%	60	1.9%
All Charters	11	877	81.5%	126	11.7%	20	1.9%	2	0.2%	51	4.7%
	12	765	90.7%	26	3.1%	17	2.0%	3	0.4%	32	3.8%
	13	2,222	88.8%	181	7.2%	18	0.7%	13	0.5%	69	2.8%
	All	3,864	87.4%	333	7.5%	55	1.2%	18	0.4%	152	3.4%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.21. Satisfaction with Previous School Attended of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Not Satisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%
Open-Enrollment or University	11	145	21.2%	343	50.1%	197	28.8%
	12	80	28.7%	118	42.3%	81	29.0%
	13	64	25.1%	161	63.1%	30	11.8%
	All	289	23.7%	622	51.0%	308	25.3%
Campus Charter	11	39	10.0%	225	57.5%	127	32.5%
	12	57	10.1%	305	54.1%	202	35.8%
	13	364	16.3%	1,379	61.6%	494	22.1%
	All	460	14.4%	1,909	59.8%	823	25.8%
All Charters	11	184	17.1%	568	52.8%	324	30.1%
	12	137	16.3%	423	50.2%	283	33.6%
	13	428	17.2%	1,540	61.8%	524	21.0%
	All	749	17.0%	2,531	57.4%	1,131	25.6%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.22. Grades at Previous School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Mostly As		As and Bs		Mostly Bs		Bs and Cs		Mostly Cs	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	175	25.7%	281	41.3%	47	6.9%	85	12.5%	28	4.1%
	12	92	32.9%	110	39.3%	21	7.5%	36	12.9%	8	2.9%
	13	49	19.1%	116	45.3%	33	12.9%	38	14.8%	10	3.9%
	All	316	26.0%	507	41.7%	101	8.3%	159	13.1%	46	3.8%
Campus Charter	11	81	20.7%	199	50.8%	43	11.0%	58	14.8%	6	1.5%
	12	189	33.3%	232	40.9%	48	8.5%	72	12.7%	11	1.9%
	13	167	7.4%	897	40.0%	254	11.3%	621	27.7%	89	4.0%
	All	437	13.7%	1,328	41.5%	345	10.8%	751	23.5%	106	3.3%
All Charters	11	256	23.9%	480	44.7%	90	8.4%	143	13.3%	34	3.2%
	12	281	33.2%	342	40.4%	69	8.1%	108	12.8%	19	2.2%
	13	216	8.6%	1,013	40.6%	287	11.5%	659	26.4%	99	4.0%
	All	753	17.0%	1,835	41.5%	446	10.1%	910	20.6%	152	3.4%

Table Continues

Table E.22. Grades at Previous School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Cs and Ds		Mostly Ds		Ds and Fs		Mostly Fs	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	32	4.7%	4	0.6%	16	2.3%	13	1.9%
	12	7	2.5%	0	0.0%	4	1.4%	2	0.7%
	13	8	3.1%	0	0.0%	2	0.8%	0	0.0%
	All	47	3.9%	4	0.3%	22	1.8%	15	1.2%
Campus Charter	11	4	1.0%	1	0.3%	0	0.0%	0	0.0%
	12	12	2.1%	0	0.0%	3	0.5%	0	0.0%
	13	128	5.7%	19	0.8%	40	1.8%	27	1.2%
	All	144	4.5%	20	0.6%	43	1.3%	27	0.8%
All Charters	11	36	3.4%	5	0.5%	16	1.5%	13	1.2%
	12	19	2.2%	0	0.0%	7	0.8%	2	0.2%
	13	136	5.4%	19	0.8%	42	1.7%	27	1.1%
	All	191	4.3%	24	0.5%	65	1.5%	42	1.0%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.23. Grades at Current School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Mostly As		As and Bs		Mostly Bs		Bs and Cs		Mostly Cs	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	83	12.3%	224	33.3%	68	10.1%	166	24.7%	36	5.3%
	12	58	20.6%	111	39.5%	26	9.3%	60	21.4%	8	2.8%
	13	34	13.4%	96	37.9%	27	10.7%	69	27.3%	13	5.1%
	All	175	14.5%	431	35.7%	121	10.0%	295	24.4%	57	4.7%
Campus Charter	11	71	18.3%	160	41.2%	49	12.6%	84	21.6%	10	2.6%
	12 ^a	60	10.6%	178	31.6%	82	14.5%	152	27.0%	33	5.9%
	13	149	6.6%	891	39.6%	232	10.3%	655	29.1%	95	4.2%
	All	280	8.8%	1,229	38.4%	363	11.3%	891	27.8%	138	4.3%
All Charters	11	154	14.5%	384	36.2%	117	11.0%	250	23.6%	46	4.3%
	12	118	14.0%	289	34.2%	108	12.8%	212	25.1%	41	4.9%
	13	183	7.3%	987	39.5%	259	10.4%	724	28.9%	108	4.3%
	All	455	10.3%	1,660	37.7%	484	11.0%	1,186	26.9%	195	4.4%

Table Continues

Table E.23. Grades at Current School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Cs and Ds		Mostly Ds		Ds and Fs		Mostly Fs	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	58	8.6%	4	0.6%	22	3.3%	12	1.8%
	12	13	4.6%	0	0.0%	3	1.1%	2	0.7%
	13	9	3.6%	3	1.2%	2	0.8%	0	0.0%
	All	80	6.6%	7	0.6%	27	2.2%	14	1.2%
Campus Charter	11	12	3.1%	0	0.0%	1	0.3%	1	0.3%
	12	40	7.1%	6	1.1%	11	2.0%	2	0.4%
	13	150	6.7%	13	0.6%	52	2.3%	11	0.5%
	All	202	6.3%	19	0.6%	64	2.0%	14	0.4%
All Charters	11	70	6.6%	4	0.4%	23	2.2%	13	1.2%
	12	53	6.3%	6	0.7%	14	1.7%	4	0.5%
	13	159	6.4%	16	0.6%	54	2.2%	11	0.4%
	All	282	6.4%	26	0.6%	91	2.1%	28	0.6%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.24. Time New Charter School Students in Grades 6 to 12 Spent on Homework, as a Percentage of Respondents by Generation, 2008-09

Time	Generation 11 Students (n=1,076)	Generation 12 Students (n=846)	Generation 13 Students (n=2,500)	All Respondents (N=4,422)
Less than 30 minutes	22.3%	20.1%	53.0%	39.2%
30-59 minutes	36.3%	36.3%	38.0%	37.3%
1-2 hours	27.2%	22.9%	7.4%	15.2%
More than 2 hours	14.1%	20.7%	1.6%	8.3%

Source: Survey of New Texas Charter School Students, spring 2009.

Note. The number of respondents (N) represents the number of students responding to this item. The (N) is lower than the student response rate to the survey.

Table E.25. Plan to Attend Current School Next Year of Grades 6 to 11 Student Survey Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	No		Yes		Not Sure	
		N	%	N	%	N	%
Open-Enrollment or University	11	159	23.1%	409	59.4%	120	17.4%
	12	74	26.2%	143	50.7%	65	23.0%
	13	40	15.7%	137	53.7%	78	30.6%
	All	273	22.3%	689	56.2%	263	21.5%
Campus Charter	11	13	3.3%	346	88.0%	34	8.7%
	12	22	3.9%	489	86.2%	56	9.9%
	13	690	30.6%	1,078	47.9%	484	21.5%
All Charters	All	725	22.6%	1,913	59.6%	574	17.9%
	11	172	15.9%	755	69.8%	154	14.2%
	12	96	11.3%	632	74.4%	121	14.3%
	13	730	29.1%	1,215	48.5%	562	22.4%
	All	998	22.5%	2,602	58.6%	837	18.9%

Source: Survey of New Texas Charter School Students, spring 2009.

Table E.26. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2008-09

Charter Type	Generation	This school is close to my home.		My parents think this school is better for me.		I was not getting good grades at my old school.		I got into trouble at my old school.	
		N	Mean	N	Mean	N	Mean	N	Mean
Open-Enrollment or University	11	663	2.1	631	3.2	642	1.9	591	1.7
	12	275	1.9	272	3.0	272	1.7	267	1.5
	13	247	1.9	243	3.1	242	1.9	229	1.8
Campus Charter	All	1,185	2.0	1,146	3.1	1,156	1.8	1,087	1.7
	11	390	1.8	374	3.4	373	1.8	345	1.5
	12	562	1.8	527	3.2	560	1.5	493	1.4
All Charters	13	2,186	2.3	2,123	2.5	2,129	2.1	2,042	1.8
	All	3,138	2.2	3,024	2.8	3,062	1.9	2,880	1.7
	11	1,053	2.0	1,005	3.3	1,015	1.8	936	1.6
	12	837	1.8	799	3.2	832	1.6	760	1.4
	13	2,433	2.3	2,366	2.6	2,371	2.1	2,271	1.8
	All	4,323	2.1	4,170	2.9	4,218	1.9	3,967	1.7

Table Continues

Table E.26. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2008-09 (Continued)

Charter Type	Generation	This school is smaller.		Teachers at my old school did not help me enough.		There are good teachers at this school.		This school has fewer fights between students.	
		N	Mean	N	Mean	N	Mean	N	Mean
Open-Enrollment or University	11	663	1.9	598	2.0	667	2.8	557	2.3
	12	274	2.2	253	1.9	272	2.6	255	2.3
	13	241	2.2	232	1.9	249	2.8	234	2.3
Campus Charter	All	1,178	2.0	1,083	2.0	1,188	2.8	1,046	2.3
	11	383	2.2	339	2.0	388	3.2	326	2.8
	12	557	2.3	490	2.1	561	3.0	449	2.6
All Charters	13	2,147	1.5	2,045	2.1	2,152	2.7	2,012	2.1
	All	3,087	1.7	2,874	2.1	3,101	2.8	2,787	2.2
	11	1,046	2.0	937	2.0	1,055	2.9	883	2.5
	12	831	2.2	743	2.0	833	2.9	704	2.5
	13	2,388	1.6	2,277	2.1	2,401	2.7	2,246	2.1
	All	4,265	1.8	3,957	2.1	4,289	2.8	3,833	2.3

Table Continues

Table E.26. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2008-09 (Continued)

Charter Type	Generation	I wanted more challenging classes.		My friends are going to this school.		This school has smaller classes.		This school offers special classes in a subject that I enjoy.		Other	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Open-Enrollment or University	11	668	2.2	620	2.1	667	2.0	634	2.3	141	3.2
	12	271	2.1	257	2.1	270	2.2	264	2.3	80	3.2
	13	250	2.3	240	2.2	244	2.1	236	2.2	60	2.6
	All	1,189	2.2	1,117	2.1	1,181	2.0	1,134	2.3	281	3.0
Campus Charter	11	387	2.6	352	2.1	387	2.2	372	2.4	82	3.0
	12	562	2.5	508	2.0	555	2.3	544	2.6	124	3.2
	13	2,152	1.9	2,067	2.6	2,154	1.7	2,108	2.4	543	2.5
All Charters	All	3,101	2.1	2,927	2.4	3,096	1.8	3,024	2.4	749	2.7
	11	1,055	2.4	972	2.1	1,054	2.0	1,006	2.3	223	3.1
	12	833	2.4	765	2.0	825	2.3	808	2.5	204	3.2
	13	2,402	2.0	2,307	2.6	2,398	1.7	2,344	2.4	603	2.5
	All	4,290	2.2	4,044	2.3	4,277	1.9	4,158	2.4	1,030	2.8

Source: Survey of New Texas Charter School Students, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*. The minimum = 1.0, mid-point = 2.5, maximum = 4.0.

Table E.27. New Charter School Students' Perceptions of Their Charter School, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2008-09

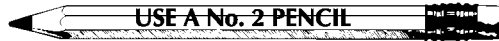
Statement	Generation 11 Students (n=1,076)	Generation 12 Students (n=846)	Generation 13 Students (n=2,500)	All Respondents (N=4,422)
I work hard to earn the grades I get.	3.2	3.2	3.2	3.2
My teachers encourage me to think about my future.	3.3	3.2	3.1	3.1
I wish there were more courses, subjects I could choose from.	3.1	3.1	3.0	3.0
I have more homework at this school than I had at my previous school.	3.3	3.3	2.3	2.8
My teachers help me understand things we are learning about in class.	3.2	3.1	3.0	3.1
I am learning more here than at my previous school.	3.2	3.1	2.8	3.0
Students in this school are interested in learning.	2.8	2.7	2.3	2.5
This school is a good choice for me.	3.2	3.2	2.9	3.1
I feel safe at this school.	3.1	3.1	2.7	2.8
I get a lot of individual attention from my teachers.	2.9	2.9	2.5	2.7
Other students at this school help me learn.	2.8	2.8	2.4	2.6
Most teachers at this school know me by name.	3.3	3.5	3.2	3.3
I have a computer available in my classroom when I need one.	2.6	2.9	2.3	2.5
This school has enough extracurricular activities.	2.1	2.1	2.6	2.4

Source: Survey of New Texas Charter School Students, spring 2009.

Notes. Mean ratings for students in Grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Evaluation of New Texas Charter Schools Spring 2009 Survey of 4th and 5th Grade Charter School Students

Marking Directions: Please fill in the circles using a **number 2 pencil only**. Make dark marks that fill the circle completely. Erase cleanly any marks you wish to change. Make no stray marks.



GENERAL INFORMATION

Are you a boy or a girl?

- ☐ Boy
☐ Girl

Which of the following best describes you?

- ☐ Hispanic/Latino
☐ African American
☐ White
☐ Other (describe) _____

What grade are you in?

- ☐ 4th
☐ 5th

How old are you today?

- ☐ 7 ☐ 11
☐ 8 ☐ 12
☐ 9 ☐ 13
☐ 10

Did you attend this school last year?

- ☐ Yes
☐ No

What kind of school did you attend before this school?

- ☐ Public school
☐ Private school
☐ Home schooled
☐ Did not attend school
☐ Other (describe) _____

What kinds of grades did you get at the school you used to attend?

- ☐ Mostly A's
☐ A's and B's
☐ Mostly B's
☐ B's and C's
☐ Mostly C's
☐ C's and D's
☐ Mostly D's
☐ D's and F's
☐ Mostly F's

What kinds of grades are you getting *this school year*?

- ☐ Mostly A's
☐ A's and B's
☐ Mostly B's
☐ B's and C's
☐ Mostly C's
☐ C's and D's
☐ Mostly D's
☐ D's and F's
☐ Mostly F's

Do you plan on attending this charter school next year?

- ☐ Yes
☐ No
☐ Not sure

Why or why not? _____

CONTINUED ON BACK

YOUR CURRENT SCHOOL

Think about why you and your family chose this school. How much do you agree or disagree with each statement below? Choose only **one** answer for each statement.

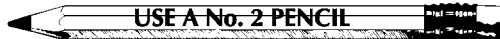
	Agree	Disagree	Not Sure
This school is close to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents think this school is better for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not getting good grades at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got into trouble at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is smaller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my old school did not help me enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are good teachers at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has fewer conflicts between students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to do more in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are going to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has smaller classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has special classes I like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about your current school. How much you agree or disagree with each statement below? Choose only **one** answer for each statement.

	Agree	Disagree	Not Sure
I work hard to get good grades in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more homework than I had at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning more here than at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school like learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has enough extra activities (like gym, music, or art class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish this school had classes in more subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a computer for students to use in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers ask me to think about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students at this school help me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most teachers at this school know my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a good school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of New Texas Charter Schools Spring 2009
Survey of 6th through 12th Grade Charter School Students

Marking Directions: Please fill in the circles using a **number 2 pencil only**. Make dark marks that fill the circle completely. Erase cleanly any marks you wish to change. Make no stray marks.



GENERAL INFORMATION

What is your gender?

- ☐ Male
☐ Female

Which of the following best describes you?

- ☐ Hispanic/Latino
☐ African American
☐ White
☐ Other (describe) _____

What grade are you in?

- ☐ 6th ☐ 10th
☐ 7th ☐ 11th
☐ 8th ☐ 12th
☐ 9th

How old are you today?

- ☐ 9 ☐ 13 ☐ 17
☐ 10 ☐ 14 ☐ 18
☐ 11 ☐ 15 ☐ 19
☐ 12 ☐ 16 ☐ 20 or older

What kind of school did you attend before this school?

- ☐ Public school
☐ Private school
☐ Home schooled
☐ Did not attend school
☐ Other (describe) _____

How satisfied are you with this school?

- ☐ Very satisfied
☐ Satisfied
☐ Not satisfied

What kinds of grades did you get at the school you used to attend?

- ☐ Mostly A's ☐ B's and C's ☐ Mostly D's
☐ A's and B's ☐ Mostly C's ☐ D's and F's
☐ Mostly B's ☐ C's and D's ☐ Mostly F's

What kinds of grades are you getting at school *this school year*?

- ☐ Mostly A's ☐ B's and C's ☐ Mostly D's
☐ A's and B's ☐ Mostly C's ☐ D's and F's
☐ Mostly B's ☐ C's and D's ☐ Mostly F's

How much time do you typically spend on school homework at night?

- ☐ Less than 30 minutes
☐ 30-60 minutes
☐ 1-2 hours
☐ More than 2 hours

What do you plan to do when you finish high school?

- ☐ Get a job
☐ Go to technical school
☐ Go to a community college
☐ Go to a four-year college/university
☐ Join the military
☐ Other (describe) _____
☐ Don't know

Do you plan on attending this charter school next year?

- ☐ Yes
☐ No
☐ Not sure

Why or why not? _____

CONTINUED ON BACK

What do you like most about this charter school?

What is the biggest problem or the thing you dislike most at this school?

YOUR CURRENT SCHOOL

Think about why you and your family chose this school. For each statement, choose how important it was in selecting this school. Choose only **one** answer for each statement.

	Not Important	Somewhat Important	Important	Very Important
This school is close to my home	①	②	③	④
My parents think this school is better for me	①	②	③	④
I was not getting good grades at my previous school	①	②	③	④
I got into trouble at my previous school	①	②	③	④
This school is smaller	①	②	③	④
Teachers at my previous school did not help me enough	①	②	③	④
There are good teachers at this school	①	②	③	④
This school has fewer conflicts between students	①	②	③	④
I wanted more challenging classes	①	②	③	④
My friends are attending this school	①	②	③	④
This school has small classes	①	②	③	④
This school offers special classes in a subject that I enjoy	①	②	③	④
Other (specify) _____	①	②	③	④

Think about your current school. For each statement, choose how much you agree or disagree. Choose only **one** answer for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I work hard to earn the grades I get	①	②	③	④
I have more homework at this school than I had at my previous school	①	②	③	④
I am learning more here than at my previous school	①	②	③	④
Students in this school are interested in learning	①	②	③	④
This school has enough extracurricular activities	①	②	③	④
I wish there were more courses/subjects I could choose from	①	②	③	④
I have a computer available in my classroom when I need one	①	②	③	④
I feel safe at this school	①	②	③	④
My teachers encourage me to think about my future	①	②	③	④
I get a lot of individual attention from my teachers	①	②	③	④
My teachers help me understand things we are learning about in class	①	②	③	④
Other students at this school help me learn	①	②	③	④
Most teachers at this school know me by name	①	②	③	④
This school is a good choice for me	①	②	③	④

APPENDIX F

PARENT SURVEY

The evaluation includes information gathered through a voluntary, telephone survey of parents of students attending Generation 11, 12, and 13 campus, university, and open-enrollment charter schools. The parent survey was administered in spring 2009 and collected information about parents' background characteristics, their sources of information about new charter school programs, the reasons they chose a new charter school for their child, their participation in school activities, as well as their satisfaction with their choice of schooling. The survey was administered in Spanish for Spanish-speaking parents. This appendix describes administration procedures, the characteristics of survey respondents, and presents supplementary tables containing information referenced in report chapters. The appendix also includes a copy of the survey transcript.

METHODOLOGY

Parent Contact Information

In February 2009, TCER sent the principals of the Generation 11, 12, and 13 campus, university, and open-enrollment charter schools that served students during the 2008-09 school year an e-mail requesting that each charter school provide researchers with parent contact information, including telephone number and address, for each student enrolled in the school at that time.⁵² The e-mail explained that contact information would be used to conduct a telephone survey as part of the Evaluation of New Texas Charter Schools. The e-mail contained two attachments: (1) an Excel spreadsheet formatted to serve as a template for the collection of parent contact information, and (2) a document providing detailed instructions for entering contact information. Schools were given 6 weeks to complete templates, and TCER accepted templates submitted after the established submission date. In order to ensure that parent survey results were not identifiable by school, parent contact information for the one Generation 13 university charter school were combined with contact information for Generation 13 open-enrollment charters, and survey results for Generation 13 open-enrollment charter schools presented in this appendix and in report chapters include the responses of parents of students attending the university charter school.

Thirty-seven schools provided parent contact information (22 open-enrollment charters⁵³ and 15 campus charters). Table F.1 presents the number and percentage of schools submitting databases by generation and charter school type. Overall, about 69% of schools submitted parent contact information. Submission rates were somewhat higher for open-enrollment charters than for campus charters (71% vs. 65%).

⁵²In one Generation 13 open-enrollment charter school, nearly all students were wards of the state. TCER did not request parent contact information from this school.

⁵³One university charter is included in the count for open-enrollment charter schools.

Table F.1. Number and Percentage of New Charter Schools Submitting Parent Contact Information by Generation and School Type, Spring 2009

School Type/Generation	Schools Submitting Databases	
	N	%
All Charter Schools		
Generation 11 (n=19)	11	57.9%
Generation 12 (n=16)	12	75.0%
Generation 13 (n=19) ^a	14	73.7%
Total (N=54)	37	68.5%
Open-Enrollment Charter Schools		
Generation 11 (n=11)	6	54.5%
Generation 12 (n=11)	9	81.8%
Generation 13 (n=9) ^a	7	77.7%
Total (N=31)	22	71.0%
Campus Charter Schools		
Generation 11 (n=8)	5	62.5%
Generation 12 (n=5)	3	60.0%
Generation 13 (n=10)	7	70.0%
Total (N=23)	15	65.2%

Source: Texas Center for Educational Research, parent contact database, spring 2009.

Note. The count for Generation 13 open-enrollment charter schools includes one university charter school.

^aFour Generation 13 open-enrollment charter schools did not serve students in 2008-09, and one school enrolled students who were wards of the state. TCER did not request parent contact information from these schools, and they are not included in total counts for Generation 13 charter schools. The count for Generation 13 open-enrollment charters includes one university charter school.

Stratified Random Sample

Researchers combined parent contact information into an aggregate database made up of more than 9,000 parent records. From the combined data, researchers identified a random sample of approximately 2,000 parents stratified by charter school type (i.e., open-enrollment/university or campus charter), school size, generation, and students' grade level. TCER provided the database containing the stratified random sample of parent contact information to its research partner, Border Research Solutions (BRS), a Texas firm specializing in the administration of telephone surveys, requesting that BRS administer the survey to approximately 500 parents. The database provided to BRS included the number of surveys needed per campus and provided contact information in excess of the number of desired surveys in order to allow for wrong or disconnected numbers, households in which no one answered the phone, and parents or guardians who did not wish to participate in the survey.

Survey Administration

BRS administered the telephone survey to 518 parents of students in spring 2009. All BRS interviewers were bi-lingual (Spanish and English) and trained in identifying appropriate survey respondents (i.e., a parent or guardian). BRS interviewers called between 9 a.m. and 7 p.m. on weekdays and between 10 a.m. and 2 p.m. on Saturdays. Interviewers made seven attempts to reach a respondent at a given telephone number (e.g., no answers, answering machines, busy signals) before selecting a replacement from the database that matched stratification criteria (e.g., student attending the same school and grade level). Further, interviewers who reached an inappropriate respondent (e.g., a child or relative) called

again at another day and time in an attempt to reach a parent or guardian. Upon reaching a parent or guardian, BRS interviewers explained the purpose of the survey and clarified that participation was voluntary. If a parent declined to participate in the survey, interviewers selected a replacement with the same stratification criteria from the database. BRS interviewers accommodated parents and guardians who desired to participate in the survey, but requested that interviewers contact them at a different time. BRS interviewers recorded participants' survey responses on forms, and information was subsequently entered into a database which was provided to TCER in summer 2009.

Table F.2 presents the number and percentage of all parents participating in the spring 2009 survey by generation and disaggregated by the type of charter school students attended. Results indicate that proportionately more parents of students attending campus than open-enrollment charter schools participated in the survey (59% vs. 41%), and nearly half of surveyed parents (45%) had students who attended Generation 13 campus charter schools. Variations in the number of parents participating in the survey reflect differences in the size of schools represented in the parent database.

Table F.2. Number and Percentage of Surveyed Parents by Generation and School Type, Spring 2009

School Type/Generation	Surveyed Parents (N=518)	
	N	%
Open-Enrollment Charter Schools		
Generation 11 parents	105	20.3%
Generation 12 parents	63	12.2%
Generation 13 parents ^a	44	8.5%
All open-enrollment parents	212	40.9%
Campus Charter Schools		
Generation 11	82	15.8%
Generation 12	33	6.4%
Generation 13	191	36.8%
All campus charter parents	306	59.0%
All Charter School Parents		
Generation 11 parents	187	36.1%
Generation 12 parents	96	18.5%
Generation 13 parents ^a	235	45.4%
All charter school parents	518	100.0%

Source: New Charter School Parent Survey, spring 2009.

^aResults for Generation 13 open-enrollment charter schools include the parents of students attending a university charter school.

CHARACTERISTICS OF SURVEY RESPONDENTS

The following tables present information about the characteristics of parents who participated in the spring 2009 survey.

Table F.3. New Charter School Parents' Gender, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Male		Female	
		N	%	N	%
Open-Enrollment or University	11	17	16.2%	88	83.8%
	12	10	15.9%	53	84.1%
	13 ^a	6	13.6%	38	86.4%
	All	33	15.6%	179	84.4%
Campus Charter	11	15	18.3%	67	81.7%
	12	6	18.2%	27	81.8%
	13	20	10.5%	171	89.5%
	All	41	13.4%	265	86.6%
All Charters	11	32	17.1%	155	82.9%
	12	16	16.7%	80	83.3%
	13 ^a	26	11.1%	209	88.9%
	All	74	14.3%	444	85.7%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.4. New Charter School Parents' Ethnicity, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	White		African American		Hispanic		Other		Refused	
		N	%	N	%	N	%	N	%	N	%
Open-Enrollment or University	11	22	22.4%	6	6.1%	61	62.2%	5	5.1%	4	4.1%
	12	20	31.7%	12	19.0%	29	46.0%	1	1.6%	1	1.6%
	13 ^a	11	25.0%	8	18.2%	22	50.0%	3	6.8%	0	0.0%
	All	53	25.9%	26	12.7%	112	54.6%	9	4.4%	5	2.4%
Campus Charter	11	4	4.9%	13	15.9%	63	76.8%	2	2.4%	0	0.0%
	12	9	27.3%	0	0.0%	21	63.6%	2	6.1%	1	3.0%
	13	4	2.1%	0	0.0%	185	96.9%	2	1.0%	0	0.0%
	All	17	5.6%	13	4.2%	269	87.9%	6	2.0%	1	0.3%
All Charters	11	26	14.4%	19	10.6%	124	68.9%	7	3.9%	4	2.2%
	12	29	30.2%	12	12.5%	50	52.1%	3	3.1%	2	2.1%
	13 ^a	15	6.4%	8	3.4%	207	88.1%	5	2.1%	0	0.0%
	All	70	13.7%	39	7.6%	381	74.6%	15	2.9%	6	1.2%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.5. New Charter School Parents' Primary Home Language, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	English		Spanish		Other		Don't Know	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	85	82.5%	16	15.5%	1	1.0%	1	1.0%
	12	55	88.7%	7	11.3%	0	0.0%	0	0.0%
	13 ^a	35	79.5%	7	15.9%	2	4.5%	0	0.0%
	All	175	83.7%	30	14.4%	3	1.4%	1	0.5%
Campus Charter	11	61	74.4%	21	25.6%	0	0.0%	0	0.0%
	12	18	54.5%	15	45.5%	0	0.0%	0	0.0%
	13	138	72.3%	53	27.7%	0	0.0%	0	0.0%
	All	217	70.9%	89	29.1%	0	0.0%	0	0.0%
All Charters	11	146	78.9%	37	20.0%	1	0.5%	1	0.5%
	12	73	76.8%	22	23.2%	0	0.0%	0	0.0%
	13 ^a	173	73.6%	60	25.5%	2	0.9%	0	0.0%
	All	392	76.1%	119	23.1%	3	0.6%	1	0.2%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.6. New Charter School Parents' Secondary Home Language, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	English		Spanish		Other	
		N	%	N	%	N	%
Open-Enrollment or University	11	0	0.0%	25	100.0%	0	0.0%
	12	1	5.6%	17	94.4%	0	0.0%
	13 ^a	0	0.0%	7	100.0%	0	0.0%
	All	1	2.0%	49	98.0%	0	0.0%
Campus Charter	11	0	0.0%	25	96.2%	1	3.8%
	12	0	0.0%	5	83.3%	1	16.7%
	13	0	0.0%	75	100.0%	0	0.0%
	All	0	0.0%	105	98.1%	2	1.9%
All Charters	11	0	0.0%	50	98.0%	1	2.0%
	12	1	4.2%	22	91.7%	1	4.2%
	13 ^a	0	0.0%	82	100.0%	0	0.0%
	All	1	0.6%	154	98.1%	2	1.3%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.7. New Charter School Parents' Education Level, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Did Not Complete High School		Completed High School		Less Than 4 Years Of College		College Graduate (BA/BS)	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	21	20.0%	19	18.1%	23	21.9%	33	31.4%
	12	9	14.3%	14	22.2%	9	14.3%	19	30.2%
	13 ^a	7	15.9%	7	15.9%	11	25.0%	12	27.3%
	All	37	17.5%	40	18.9%	43	20.3%	64	30.2%
Campus Charter	11	30	36.6%	22	26.8%	17	20.7%	9	11.0%
	12	16	48.5%	3	9.1%	3	9.1%	5	15.2%
	13	71	37.2%	57	29.8%	35	18.3%	21	11.0%
	All	117	38.2%	82	26.8%	55	18.0%	35	11.4%
All Charters	11	51	27.3%	41	21.9%	40	21.4%	42	22.5%
	12	25	26.0%	17	17.7%	12	12.5%	24	25.0%
	13 ^a	78	33.2%	64	27.2%	46	19.6%	33	14.0%
	All	154	29.7%	122	23.6%	98	18.9%	99	19.1%

Table Continues

Table F.7. New Charter School Parents' Education Level, as a Percentage of Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	Graduate Courses, No Degree		Graduate/Professional Degree		Refused	
		N	%	N	%	N	%
Open-Enrollment or University	11	7	6.7%	2	1.9%	0	0.0%
	12	2	3.2%	10	15.9%	0	0.0%
	13 ^a	0	0.0%	7	15.9%	0	0.0%
	All	9	4.2%	19	9.0%	0	0.0%
Campus Charter	11	1	1.2%	3	3.7%	0	0.0%
	12	1	3.0%	4	12.1%	1	3.0%
	13	4	2.1%	2	1.0%	1	0.5%
	All	6	2.0%	9	2.9%	2	0.7%
All Charters	11	8	4.3%	5	2.7%	0	0.0%
	12	3	3.1%	14	14.6%	1	1.0%
	13 ^a	4	1.7%	9	3.8%	1	0.4%
	All	15	2.9%	28	5.4%	2	0.4%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.8. New Charter School Parent Household Type, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Two Parents Or Guardians		Single Parent Or Guardian		Other	
		N	%	N	%	N	%
Open-Enrollment or University	11	84	80.0%	19	18.1%	2	1.9%
	12	49	79.0%	12	19.4%	1	1.6%
	13 ^a	38	86.4%	5	11.4%	1	2.3%
	All	171	81.0%	36	17.1%	4	1.9%
Campus Charter	11	52	64.2%	27	33.3%	2	2.5%
	12	29	87.9%	4	12.1%	0	0.0%
	13	122	64.2%	66	34.7%	2	1.1%
	All	203	66.8%	97	31.9%	4	1.3%
All Charters	11	136	73.1%	46	24.7%	4	2.2%
	12	78	82.1%	16	16.8%	1	1.1%
	13 ^a	160	68.4%	71	30.3%	3	1.3%
	All	374	72.6%	133	25.8%	8	1.6%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.9. New Charter School Parents' Annual Household Income, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Less Than \$10,000		\$10,000 - \$14,999		\$15,000 - \$24,999		\$25,000 - \$34,999	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	8	7.6%	3	2.9%	11	10.5%	11	10.5%
	12	2	3.2%	2	3.2%	4	6.3%	6	9.5%
	13 ^a	2	4.5%	0	0.0%	9	20.5%	7	15.9%
	All	12	5.7%	5	2.4%	24	11.3%	24	11.3%
Campus Charter	11	14	17.3%	13	16.0%	12	14.8%	9	11.1%
	12	1	3.0%	0	0.0%	5	15.2%	6	18.2%
	13	26	13.7%	29	15.3%	31	16.3%	19	10.0%
	All	41	13.5%	42	13.8%	48	15.8%	34	11.2%
All Charters	11	22	11.8%	16	8.6%	23	12.4%	20	10.8%
	12	3	3.1%	2	2.1%	9	9.4%	12	12.5%
	13 ^a	28	12.0%	29	12.4%	40	17.1%	26	11.1%
	All	53	10.3%	47	9.1%	72	14.0%	58	11.2%

Table Continues

Table F.9. New Charter School Parents' Annual Household Income, as a Percentage of Respondents by Generation and Charter Type, 2008-09 (Continued)

Charter Type	Generation	\$35,000 - \$49,999		\$50,000 or More		Don't Know		Refused	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	18	17.1%	25	23.8%	9	8.6%	20	19.0%
	12	11	17.5%	18	28.6%	11	17.5%	9	14.3%
	13 ^a	4	9.1%	15	34.1%	3	6.8%	4	9.1%
	All	33	15.6%	58	27.4%	23	10.8%	33	15.6%
Campus Charter	11	8	9.9%	5	6.2%	10	12.3%	10	12.3%
	12	2	6.1%	8	24.2%	3	9.1%	8	24.2%
	13	16	8.4%	9	4.7%	35	18.4%	25	13.2%
	All	26	8.6%	22	7.2%	48	15.8%	43	14.1%
All Charters	11	26	14.0%	30	16.1%	19	10.2%	30	16.1%
	12	13	13.5%	26	27.1%	14	14.6%	17	17.7%
	13 ^a	20	8.5%	24	10.3%	38	16.2%	29	12.4%
	All	59	11.4%	80	15.5%	71	13.8%	76	14.7%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

SUPPLEMENTARY TABLES

The tables presented in this section present supplementary information referenced in report chapters.

Table F.10. New Charter School Parents' Reasons for Choosing a Charter School, as a Mean of All Respondents by Generation, 2008-09

Factors Affecting Decisions	Generation 11 Parents (n=187)	Generation 12 Parents (n=96)	Generation 13 Parents (n=235)	All Respondents (N=518)
The educational program of this school	3.5	3.5	3.3	3.4
The school's approach to discipline	3.4	3.3	3.3	3.3
The teaching of moral values similar to mine	3.4	3.3	3.2	3.3
The school's ability to serve child's specific educational need (e.g., special education)	3.3	3.5	3.2	3.3
Good teachers	3.4	3.6	3.4	3.4
Reputation of school staff	3.3	3.3	3.2	3.2
Academic reputation of the school	3.4	3.4	3.2	3.3
Convenient location	2.9	2.5	2.9	2.9
Small school size	3.1	3.3	2.9	3.1
District assignment	2.7	2.6	2.8	2.7
Poor academic performance at previous school	2.1	1.9	2.2	2.1
Dissatisfaction with previous school	2.2	2.2	2.3	2.2
Recommendation from teachers at previous school	2.0	2.1	2.1	2.1
Recommendation from a family member or friend	2.1	2.1	2.1	2.1

Source: New Charter School Parent Survey, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

Table F.11. New Charter School Parents' Sources of Information About New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2008-09

Information Source	Generation 11 Parents (n=187)	Generation 12 Parents (n=96)	Generation 13 Parents (n=235)	All Respondents (N=518)
Information from parents with children at the school	59.7%	50.5%	54.0%	55.4%
Written brochures or descriptions of charter programs	42.8%	67.7%	35.7%	44.2%
Information from the school's website	27.3%	38.5%	19.1%	25.7%
Academic performance of the school's students	35.8%	33.7%	28.5%	32.1%
The school's accountability rating	34.8%	36.8%	31.9%	33.8%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100. Parents may have indicated more than one information source.

Table F.12. New Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2008-09

Statement	Generation 11 Parents (n=187)	Generation 12 Parents (n=96)	Generation 13 Parents (n=235)	All Respondents (N=518)
This school has high expectations and standards for students.	3.2	3.2	3.1	3.1
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.1	3.2	3.1	3.1
I am satisfied with the instruction offered.	3.1	3.2	3.1	3.1
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.1	3.0	3.0	3.1
This school regularly keeps me informed about how my child is performing academically.	3.1	3.1	3.0	3.1
This school has small class sizes.	3.0	3.2	2.9	3.0
Teachers and school leaders are accountable for student achievement.	3.1	3.1	3.0	3.0
My child receives sufficient individual attention.	3.1	3.1	3.0	3.0
This school provides adequate support services (such as counseling, healthcare, social services).	3.0	2.9	3.0	3.0
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	2.9	3.0	3.0
This school emphasizes educational content more than test preparation (TAAS or TAKS).	3.0	2.9	3.0	3.0
The rate of staff turnover at this school is acceptable.	3.1	3.0	3.0	3.0
I am satisfied with the building and grounds of my child's school.	2.9	2.9	3.0	3.0
The charter school meets the needs of my child that were not addressed at his/her previous school.	3.0	3.0	2.8	2.9
My child's grades have improved since attending [school name].	2.9	2.8	2.8	2.8
My child's TAAS/TAKS scores have improved since attending [school name].	2.9	2.8	2.8	2.8
This school has sufficient financial resources.	2.9	2.8	2.9	2.8

Source: Survey of Charter School Parents, spring 2009.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Table F.13. New Charter School Parents' Participation in School Activities at Their Student's Previous School vs. Charter School, as a Percentage of Respondents by Generation, 2008-09

Parent Activity	Generation 11 Parents (n=187)		Generation 12 Parents (n=96)		Generation 13 Parents (n=235)		All Respondents (N=518)	
	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Communicated with teachers or administrators by telephone or in writing	93.1%	93.0%	91.0%	94.7%	89.4%	90.2%	91.0%	92.1%
Assisted with or monitored my child's homework at home.	91.0%	90.9%	94.9%	90.6%	92.6%	91.1%	92.4%	90.9%
Attended parent-teacher conferences.	97.2%	89.8%	93.6%	84.4%	91.5%	85.9%	93.9%	87.0%
Observed/ visited my child's classroom.	89.6%	81.7%	93.6%	89.6%	90.4%	83.0%	90.7%	83.8%
Tutored my child at home using materials and instructions provided by the teacher.	85.4%	86.6%	88.5%	78.1%	87.8%	82.1%	87.1%	83.0%
Signed a contract or agreement about participation in my child's education.	68.8%	76.9%	61.5%	78.1%	73.9%	78.2%	69.8%	77.7%
Read with my child at home.	73.6%	72.7%	78.2%	68.8%	86.2%	78.2%	80.2%	74.5%
Helped with fundraising.	61.8%	63.6%	59.0%	63.5%	59.6%	63.2%	60.2%	63.4%
Attended PTA meetings.	62.5%	62.0%	47.4%	50.0%	58.0%	65.5%	57.6%	61.4%
Assisted my child in making college plans and choosing courses to support these plans.	56.9%	63.2%	48.7%	58.5%	56.9%	62.0%	55.4%	61.8%
Volunteered for school activities.	38.9%	36.6%	42.3%	52.1%	37.8%	37.6%	39.0%	39.9%
Attended a school board meeting.	20.8%	20.3%	19.2%	28.1%	21.8%	21.8%	21.0%	22.4%
Helped make educational program or curricular decisions.	12.5%	9.1%	12.8%	14.6%	18.1%	13.7%	15.1%	12.2%
Served as a member of the school's governing board or school-related committee.	4.9%	4.8%	9.0%	10.4%	8.0%	6.0%	7.1%	6.4%

Source: Survey of New Charter School Parents, spring 2009.

Note. Percentages may not total to 100. Parents may have participated in more than one type of activity.

Table F.14. New Charter School Parents' Overall Satisfaction with Their Student's Current Charter School, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	2	1.9%	3	2.9%	39	37.1%	61	58.1%
	12	2	3.2%	4	6.3%	24	38.1%	33	52.4%
	13 ^a	1	2.3%	0	0.0%	13	30.2%	29	67.4%
	All	5	2.4%	7	3.3%	76	36.0%	123	58.3%
Campus Charter	11	0	0.0%	1	1.2%	46	56.1%	35	42.7%
	12	1	3.1%	0	0.0%	12	37.5%	19	59.4%
	13	4	2.1%	7	3.7%	101	52.9%	79	41.4%
	All	5	1.6%	8	2.6%	159	52.1%	133	43.6%
All Charters	11	2	1.1%	4	2.1%	85	45.5%	96	51.3%
	12	3	3.2%	4	4.2%	36	37.9%	52	54.7%
	13 ^a	5	2.1%	7	3.0%	114	48.7%	108	46.2%
	All	10	1.9%	15	2.9%	235	45.5%	256	49.6%

Source: Survey of New Charter School Parents, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table F.15. New Charter School Student Attendance Before Enrolling in a New Charter School, as a Percentage of All Respondents by Generation, 2008-09

Previous School Attended by Student	Generation 11		Generation 12		Generation 13		All Respondents (N=518)
	Parents (n=187)		Parents (n=96)		Parents (n=235)		
Traditional public school	65.2%		72.6%		73.1%		70.2%
Did not attend school	20.3%		15.8%		15.8%		17.4%
Another charter school	5.9%		3.2%		5.6%		5.2%
Home schooled	2.7%		3.2%		3.0%		2.9%
Private school	5.9%		5.3%		2.6%		4.3%

Source: New Charter School Parent Survey, spring 2009.

Note. Percentages may not total to 100 due to rounding.

Table F.16. New Charter School Parents' Overall Satisfaction With Their Student's Previous School, as a Percentage of Respondents by Generation and Charter Type, 2008-09

Charter Type	Generation	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%	N	%
Open-Enrollment or University	11	11	11.8%	14	15.1%	52	55.9%	16	17.2%
	12	3	6.7%	12	26.7%	23	51.1%	7	15.6%
	13 ^a	2	6.5%	9	29.0%	16	51.6%	4	12.9%
	All	16	9.5%	35	20.7%	91	53.8%	27	16.0%
Campus Charter	11	1	2.0%	2	3.9%	40	78.4%	8	15.7%
	12	2	6.1%	3	9.1%	16	48.5%	12	36.4%
	13	3	1.9%	9	5.8%	101	64.7%	43	27.6%
	All	6	2.5%	14	5.8%	157	65.4%	63	26.2%
All Charters	11	12	8.3%	16	11.1%	92	63.9%	24	16.7%
	12	5	6.4%	15	19.2%	39	50.0%	19	24.4%
	13 ^a	5	2.7%	18	9.6%	117	62.6%	47	25.1%
	All	22	5.4%	49	12.0%	248	60.6%	90	22.0%

Source: Survey of New Charter School Parents, spring 2009.

Note. Percentages may not total to 100 due to rounding.

^aResults for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Evaluation of New Texas Charter Schools
SURVEY OF NEW CHARTER SCHOOL PARENTS
School Year 2008-09

ENGLISH

Introduction

Hello! My name is **[interviewer's name]**. I am calling on behalf of the Texas Center for Educational Research.

We are conducting a survey with parents of students who are attending **[school name]** to obtain parents' perceptions of and experiences with the school.

May I speak with the parent or guardian of **[child's name]** or the adult in your household who is most involved in decisions about the education of this child?

We would like to talk with you about **[child's name]**'s experiences at school.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we'll go on to the next question.

SURVEY ID # _____

Are you at least 18 years old?

☐ Yes ☐ No

{If "no", end survey.}

{Please note gender of respondent.}

☐ Female ☐ Male

1. Was **[child's name]** enrolled in **[school name]** this school year?

☐ Yes ☐ No

{If no} 1.a. Did you have another child attending **[school name]** this school year? *{If "no", end survey.}*

☐ Yes ☐ No

{If yes} 1.b. Is **[child's name]** still enrolled at this school?

☐ Yes ☐ No

2. How many years has **[child's name]** attended this school, including the current year?

_____ # of years

3. Think about when you first decided to enroll your child in [school name]. How important were the following factors in your decision to choose this school? Please respond with not important, somewhat important, important, or very important.

	Not Important	Somewhat Important	Important	Very Important
a. District assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Convenient location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Academic reputation of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Small school size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school's discipline approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The educational program of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The teaching of moral values similar to mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The school's ability to effectively serve my child's specific educational needs (such as special education, dyslexia, dropout recovery).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Good teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Reputation of school administrators or staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My child's poor performance at his/her previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Dissatisfaction with the educational program and instruction at my child's previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Recommendations from teachers or staff from my child's previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Recommendations from a family member or friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3.o. Are there any factors I haven't mentioned?

☐ Yes ☐ No

{If yes, what are those other factors?}

4. When you were considering sending your child to [school name], what types of information did you use to make the decision? I will read a list of information sources. Please answer "yes" or "no" to indicate whether you gathered this information prior to enrolling your child in this school.

	Yes	No
a. Written brochures or descriptions of this charter school	<input type="radio"/>	<input type="radio"/>
b. Information from the charter school's website	<input type="radio"/>	<input type="radio"/>
c. Academic performance of this school's students	<input type="radio"/>	<input type="radio"/>
d. The school's accountability rating	<input type="radio"/>	<input type="radio"/>
e. Information from parents with children at this school	<input type="radio"/>	<input type="radio"/>

5. To what extent do you agree or disagree with the following statements about your child's school?
Please respond with strongly disagree, disagree, agree, strongly agree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school has sufficient financial resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am satisfied with the instruction offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The rate of staff turnover at this school is acceptable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am satisfied with this school's enriched educational programs (including music, art, foreign language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. This school has high expectations and standards for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. This school has small class sizes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am satisfied with the building and grounds of my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. This school provides adequate support services (such as counseling, healthcare, social services).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers and school leaders are accountable for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My child receives sufficient individual attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I am satisfied with the kinds of extracurricular activities offered at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. This school emphasizes educational content more than test preparation (TAAS/TAKS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. This school regularly keeps me informed about how my child is performing academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The charter school meets the needs of my child that were not addressed at his/her previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. My child's grades have improved since attending [school name].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. My child's TAAS/TAKS scores have improved since attending [school name].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Have you participated in any activities at your child's school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at **[school name]**.

	Yes	No
a. Attended PTA meetings.	<input type="radio"/>	<input type="radio"/>
b. Volunteered for school activities.	<input type="radio"/>	<input type="radio"/>
c. Attended a school board meeting.	<input type="radio"/>	<input type="radio"/>
d. Served as a member of the school's governing board or a school-related committee.	<input type="radio"/>	<input type="radio"/>
e. Helped make educational program or curricular decisions.	<input type="radio"/>	<input type="radio"/>
f. Helped with fundraising.	<input type="radio"/>	<input type="radio"/>
g. Attended parent-teacher conferences.	<input type="radio"/>	<input type="radio"/>
h. Observed/visited my child's classroom.	<input type="radio"/>	<input type="radio"/>
i. Signed a contract or agreement about participation in my child's education.	<input type="radio"/>	<input type="radio"/>
j. Communicated with teachers or administrators by telephone or in writing.	<input type="radio"/>	<input type="radio"/>
k. Assisted with or monitored your child's homework at home.	<input type="radio"/>	<input type="radio"/>
l. Tutored your child at home using materials and instructions provided by the teacher.	<input type="radio"/>	<input type="radio"/>
m. Read with your child at home.	<input type="radio"/>	<input type="radio"/>
n. Assisted your child in making college plans and choosing courses to support these plans.	<input type="radio"/>	<input type="radio"/>

7. What is the name of the principal or director of your child's school?

8. Thinking about you and your child's experiences at **[school name]**, please rate your level of satisfaction with the 2008-09 school year.

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

9. Is there anything else you'd like to share about your child's experiences at **[school name]**?

Now let's talk about the school your child previously attended.

10. What kind of school did your child/children attend before this charter school?

- ☐ Public school (traditional)
- ☐ Private school
- ☐ Another charter school
- ☐ Home schooled *{if home schooled, skip to demographic questions}*
- ☐ Did not attend school *{if did not attend, skip to demographic questions}*

11. In what activities did you participate at your child's previous school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at your child's previous school.

	Yes	No
a. Attended PTA meetings.	<input type="radio"/>	<input type="radio"/>
b. Volunteered for school activities.	<input type="radio"/>	<input type="radio"/>
c. Attended a school board meeting.	<input type="radio"/>	<input type="radio"/>
d. Served as a member of the school's governing board or a school-related committee.	<input type="radio"/>	<input type="radio"/>
e. Helped make educational program or curricular decisions.	<input type="radio"/>	<input type="radio"/>
f. Helped with fundraising.	<input type="radio"/>	<input type="radio"/>
g. Attended parent-teacher conferences.	<input type="radio"/>	<input type="radio"/>
h. Observed/visited my child's classroom.	<input type="radio"/>	<input type="radio"/>
i. Signed a contract or agreement about participation in my child's education.	<input type="radio"/>	<input type="radio"/>
j. Communicated with teachers or administrators by telephone or in writing.	<input type="radio"/>	<input type="radio"/>
k. Assisted with or monitored your child's homework at home.	<input type="radio"/>	<input type="radio"/>
l. Tutored your child at home using materials and instructions provided by the teacher.	<input type="radio"/>	<input type="radio"/>
m. Read with your child at home.	<input type="radio"/>	<input type="radio"/>
n. Assisted your child in making college plans and choosing courses to support these plans.	<input type="radio"/>	<input type="radio"/>

12. Thinking about you and your child's experiences at that previous school, please rate your level of satisfaction.

- ☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

Finally, I'd like to finish by asking you a few brief background questions.
{Demographic Questions}

13. What is your race/ethnicity?

- | | | |
|--|-----------------------------------|----------------------------------|
| <input type="radio"/> White | <input type="radio"/> Hispanic | <input type="radio"/> Don't know |
| <input type="radio"/> African American | <input type="radio"/> Other _____ | <input type="radio"/> Refused |

14. Which of the following languages are primarily spoken in your home?

- | | | |
|-------------------------------|-----------------------------------|-------------------------------|
| <input type="radio"/> English | <input type="radio"/> Vietnamese | <input type="radio"/> Refused |
| <input type="radio"/> Spanish | <input type="radio"/> Other _____ | |
| <input type="radio"/> Chinese | <input type="radio"/> Don't know | |

15. How much formal education have you had?

- | | |
|---|--|
| <input type="radio"/> Did not complete high school | <input type="radio"/> Graduate courses, no degree |
| <input type="radio"/> Completed high school | <input type="radio"/> Graduate/professional degree |
| <input type="radio"/> Less than four years of college | <input type="radio"/> Don't know |
| <input type="radio"/> College graduate (BA/BS) | <input type="radio"/> Refused |

16. Which best describes your household?

- | | |
|---|----------------------------------|
| <input type="radio"/> Two parents or guardians | <input type="radio"/> Don't know |
| <input type="radio"/> Single parent or guardian | <input type="radio"/> Refused |
| <input type="radio"/> Other _____ | |

17. What is the estimated annual income of your household/family?

- | | | |
|---|---|----------------------------------|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$25,000 - \$34,999 | <input type="radio"/> Don't know |
| <input type="radio"/> \$10,000 - \$14,999 | <input type="radio"/> \$35,000 - \$49,999 | <input type="radio"/> Refused |
| <input type="radio"/> \$15,000 - \$24,999 | <input type="radio"/> \$50,000 or more | |

Your responses have been very helpful. Your participation in this survey will help your school district better understand the needs of their students. Thank you for completing this survey!

*******END OF PARENT SURVEY*******

APPENDIX G

CHARACTERISTICS OF NEW CHARTER SCHOOLS IN TEXAS

This appendix contains supplementary tables referenced in chapter 2. These tables present information aggregated across both open-enrollment and campus charter schools.

NEW CHARTER SCHOOL CHARACTERISTICS BY GENERATION

Instructional Program

Table G.1. All Charter School Campuses by Generation and Accountability System, 2008-09

Generation	Standard Education Campus		Alternative Education Campus		All Campuses	
	N	%	N	%		
Generation 11	16	84.2%	3	15.8%	19	100.0%
Generation 12	15	93.8%	1	6.3%	16	100.0%
Generation 13	21	87.5%	3	12.5%	24	100.0%
Generations 11, 12, and 13	52	88.1%	7	11.9%	59	100.0%
Other Charter Campuses ^a	257	56.7%	196	43.3%	453	100.0%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System data files and 2009 Texas Education Directory (AskTED) data.

^aOther charter campuses are campuses from Generations 1 through 10.

Campus Type

Table G.2. All Charter School Campuses by Generation and School Type, 2008-09

School Type	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses ^a	
	N	%	N	%	N	%	N	%	N	%
Elementary School	8	42.1%	6	37.5%	9	37.5%	23	39.0%	160	35.3%
Middle School	0	0.0%	1	6.3%	4	16.7%	5	8.5%	49	10.8%
Senior High School	6	31.6%	4	25.0%	7	29.2%	17	28.8%	121	26.7%
Both ^b	5	26.3%	5	31.3%	4	16.7%	14	23.7%	123	27.2%
Total	19	100.0%	16	100.1%	24	100.1%	59	100.0%	453	100.1%

Sources: Texas Education Agency 2009 Academic Excellence Indicator System (AEIS) data files and 2009 Texas Education Directory (AskTED) data.

Note: School type was taken from the 2008-09 AEIS campus reference file, or, if missing, from 2009 AskTED.

^aOther charter campuses are campuses from Generations 1 through 10.

^bSpans elementary to senior high school grades.

GRADE LEVEL ENROLLMENTS

Table G.3. Grade Level Distributions for All Charter Schools by Generation, 2008-09

Grade Level	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses ^a	
	N	%	N	%	N	%	N	%	N	%
Early childhood	4	0.1%	NS	NS	NS	NS	4	0.0%	13	0.0%
Pre-K	280	3.8%	188	5.7%	257	3.8%	725	4.1%	12,391	11.3%
K	471	6.3%	301	9.2%	397	5.8%	1,169	6.7%	8,314	7.6%
1	561	7.5%	261	8.0%	403	5.9%	1,225	7.0%	7,819	7.1%
2	546	7.3%	258	7.9%	368	5.4%	1,172	6.7%	7,129	6.5%
3	584	7.9%	237	7.2%	353	5.2%	1,174	6.7%	6,776	6.2%
4	627	8.4%	218	6.6%	417	6.1%	1,262	7.2%	6,161	5.6%
5	671	9.0%	256	7.8%	366	5.3%	1,293	7.4%	6,513	5.9%
6	699	9.4%	223	6.8%	1,218	17.8%	2,140	12.2%	8,570	7.8%
7	587	7.9%	184	5.6%	1,142	16.7%	1,913	10.9%	7,894	7.2%
8	467	6.3%	119	3.6%	1,136	16.6%	1,722	9.8%	7,207	6.6%
9	572	7.7%	428	13.0%	351	5.1%	1,351	7.7%	9,612	8.7%
10	461	6.2%	382	11.6%	247	3.6%	1,090	6.2%	7,316	6.7%
11	488	6.6%	213	6.5%	117	1.7%	818	4.7%	8,167	7.4%
12	415	5.6%	12	0.4%	71	1.0%	498	2.8%	6,114	5.6%
Total	7,433	100.0%	3,280	100.0%	6,843	100.0%	17,556	100.0%	109,996	100.0%

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

Notes. NS = no students. Shaded cells denote whether the grouping Generations 11, 12, and 13 (newer charter schools) or Other Charter Campuses (more established charter schools) has the largest relative proportion of students at that grade level.

^aOther charter campuses are campuses from Generations 1 through 10.

STUDENT DEMOGRAPHICS

Table G.4. Charter School Student Demographic Information by Generation, 2008-09

Student Group	Generation 11	Generation 12	Generation 13	Generations 11, 12, and 13	Other Charter Campuses ^a
Native American	0.4%	0.4%	0.1%	0.3%	0.3%
Asian	8.0%	3.8%	3.1%	5.3%	2.8%
African American	15.6%	20.0%	8.2%	13.5%	28.5%
Hispanic	60.8%	43.4%	82.1%	65.8%	52.7%
White	15.2%	32.4%	6.6%	15.1%	15.8%
Economically disadvantaged	63.8%	56.7%	78.5%	68.2%	72.4%
Special education	5.6%	5.0%	10.3%	7.3%	8.2%
Limited-English proficient	12.7%	6.4%	14.1%	12.1%	16.9%
Gifted and talented	10.7%	8.1%	6.2%	8.4%	2.7%
Number of students	7,433	3,280	6,843	17,556	109,996

Source: Fall 2008 demographic data file provided by the Texas Education Agency. Data are at the individual student level.

^aOther charter campuses are campuses from Generations 1 through 10.

STAFF CHARACTERISTICS

Table G.5. Staff Characteristics for All Charter Schools by Generation, 2008-09

Staff Characteristic	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses ^a	
	N	Value	N	Value	N	Value	N	Value	N	Value
Central administration ^b	19	0.7%	16	0.9%	20	0.7%	55	0.7%	453	0.7%
Campus administration ^b	19	2.5%	16	2.7%	20	2.5%	55	2.5%	453	2.8%
Average central administrator ^b salary	13	\$90,097	10	\$69,038	16	\$66,908	39	\$75,184	406	\$87,127
Average campus administrator salary ^c	18	\$71,655	15	\$65,961	16	\$62,715	49	\$66,993	369	\$58,186
Average teacher salary ^c	18	\$44,687	15	\$39,090	17	\$44,126	50	\$42,817	413	\$39,975
Average staff FTE ^c	19	29.3	15	18.0	17	31.0	51	26.5	431	20.9
Average teacher FTE ^c	19	23.5	15	14.3	17	22.5	51	20.4	431	15.5
Teachers ^c	19	80.1%	15	79.2%	17	72.6%	51	77.0%	431	73.8%
Students per teacher ^c	18	16.0	15	15.4	17	15.1	50	15.5	412	15.7

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file.

Notes: Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

^aOther charter campuses are campuses from Generations 1 through 10.

^b2009 TEA AEIS district staff statistics file.

^c2009 TEA AEIS campus staff statistics file.

TEACHER CHARACTERISTICS

Table G.6. Teacher Characteristics for All Charter Schools by Generation, 2008-09

Teacher Characteristic ^b	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses ^a	
	N	Value	N	Value	N	Value	N	Value	N	Value
Minority teachers ^b	19	49.7%	15	21.8%	17	59.7%	51	47.6%	431	50.5%
African-American	19	16.5%	15	8.0%	17	7.0%	51	11.3%	431	28.1%
Hispanic	19	33.2%	15	13.8%	17	52.7%	51	36.4%	431	22.4%
White	19	46.0%	15	74.1%	17	38.8%	51	49.1%	431	45.8%
Teacher average years of experience ^b	18	6.9	15	5.0	17	8.1	50	6.7	413	5.8
Teacher tenure in years ^b	18	4.5	15	1.6	17	4.0	50	3.5	413	2.0
Beginning teachers	19	18.8%	15	28.0%	17	18.5%	51	20.6%	431	23.5%
1-5 years experience	19	49.9%	15	43.8%	17	30.5%	51	41.5%	431	44.3%
6-10 years experience	19	10.1%	15	14.4%	17	16.4%	51	13.3%	431	15.4%
11-20 years experience	19	9.4%	15	8.8%	17	16.9%	51	12.0%	431	10.9%
More than 20 years experience	19	11.8%	15	4.9%	17	17.8%	51	12.6%	431	5.9%
Teachers with no degree ^c	19	0.5%	16	0.9%	20	0.4%	55	0.5%	453	0.7%
Teachers with advanced degrees ^c	19	30.3%	16	28.6%	20	31.6%	55	30.6%	453	28.4%
Teacher annual turnover rate ^d	18	24.9%	15	32.0%	10	13.7%	43	24.7%	446	37.6%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file.

Note. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

^aOther charter campuses are campuses from Generations 1 through 10.

^b2009 TEA AEIS campus staff statistics file.

^c2009 TEA AEIS district staff statistics file.

^dTeacher turnover rate for 2008-09 was based on the total FTE count of teachers from 2007-08. Because many Generation 13 charter schools were not in operation in 2007-08, there is data from only 10 Generation 13 districts.

Texas Center for Educational Research
P.O. Box 679002
Austin, Texas 78767-9002
800.580.TCER (8237)
512.467.3632 • Fax: 512.467.3658
tcer.org

